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ABSTRACT
        A rationale for the social studies k-12 program in
Baltimore County is presented in this report designed to help
teachers review a philosophy of social studies education.
Accompanying the rationale are a series of related position papers
which elaborate important aspects of social studies education. Also
included is a Board of Education Policy Statement on the handling of
controversial issues. The first section, on rationale, identifies
theoretical assumptions basic to the guidelines such as committment
to human dignity, conceptual knowledge, skill development and
valuing. It reflects upon an interdisciplinary approach emphasizing
concept development and generalization. Pupil oriented inductive
methods are stressed. In the second section general and specific
affective and cognitive objectives are presented which focus on
instruction that is logical, stimulating, and relevant. Six
additional papers present points of view on the following issues:
concept development; values and valuing; teaching controversial
issues; skill development; teaching strategies; and current affairs.
(Author/SJM)

# SOCIAL STUDIES IN THE SCHOOL PROGRAM

A Rationale

And Related Points of View

Board of Education of Baltimore County

BOARL OF EDUCATION OF BALTIMORE COUNTY

S O C I A L  S T U D I E S  I N  T H E  S C H O O L  P R O G R A M

A Rationale

And Related Points of View

Prepared by members of the Social Studies Curriculum
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2

# FOREWORD

In recent years the teaching staff of the Board of Education of
Baltimore County has been engaged in a systematic revision of the K-12
program in social studies.  This work continues, and gives rise both to
tentative program outlines and teaching suggestions for use at many
grade levels and to more general papers taking positions on a number
of fundamental questions in social studies education.  This publication
is of the latter type.

Underlying any program are certain philosophical preferences that pro-
vide justification and criteria for its design and implementation, in
other words, its rationale.  A rationale for the social studies program
in Baltimore County is presented in this report.  It has grown from the
thinking of workshop groups which met in 1968 and 1969 and of numerous
others who have reviewed and responded to it.  Accompanying the ration-
ale are a series of related position papers prepared by the 1970 work-
shop group which elaborate on important aspects of social studies edu-
cation.  Also included is a Board of Education policy statement on the
handling of controversial issues, a matter of great import to social
studies teachers.

Neither the rationale nor the related position papers are to be regarded
as definitive or static.  Rather, an important reason for presenting
them to the teaching corps in their present form is to encourage close
scrutiny along with the testing of their many hypotheses.  Critique is
invited and revision and elaboration will be the normal course.

The painstaking and imaginative editing of Miss M. Katherine Dost is
largely responsible for the present form in which the papers are pre-
sented.

The secretarial service of Miss Clarissa Ansley in the preparation of
the manuscript is gratefully acknowledged.

<div align="right">

Joshua R. Wheeler
Superintendent

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Towson, Maryland
1970

4

# C O N T E N T S

# SOCIAL STUDIES EDUCATION

## NEW DIRECTIONS

## NEW CHALLENGES

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Why social studies education?
What difference does it make?

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Teachers must give serious consideration to the values of social studies
education in contemporary society. Basic in such consideration is the
recognition of continuous change in the social structure and in the
learning experiences of youth. To provide direction to teachers in this
setting of change, a number of fundamental issues have been explored.

Rationale

The Need for Objectives

Concept Development

Values and Valuing

Controversial Issues

Skill Development

Teaching Strategies

Current Affairs

The following papers present a point of view on each of these issues.
They are designed to help teachers review a philosophy of social studies
education. They provide guidance for daily and long range planning;
they stimulate cooperative planning at the local school level; and they
present challenge for continuous study at the county level.

# R A T I O N A L E

> "Men are men before they are lawyers or
> physicians or manufacturers; and if you
> make them capable and sensible men they
> will make themselves capable and sensible
> lawyers and physicians."

<div align="right">John Stuart Mill</div>

## THE NATURE OF THE INDIVIDUAL

There is worth in each human being and he has the right to dignity
and fulfillment.  He is a person who is unique and unlike any other
human being.  He is a person who shares some similarities with
others which make him a part of a group or groups.  He is a person
who shares with all mankind those similarities which transcend the
differences and reflect a fundamental unity.

## THE CHILD AS LEARNER

A child is the supreme expression of the potentiality of man and
the universe.  His growing mind probes and reflects, wonders   and
analyzes, seeks and evaluates.  His body matures through youth and
adulthood, and his complex environment affects him in intricate and
often imperceptible ways.

He seeks wider consideration and acceptance of his point of view and
greater participation in the making of decisions that influence his
life.  At the same time he seeks the security of reasonable, purpose-
ful guidelines and limitations.  He believes that schools ought to
be concerned with matters that have meaning for him.  He believes
that teachers should be sensitive to his needs as an individual.
And above all, he believes that he must become actively involved in
the learning process.

A child learns in a number of different ways.  Common to all of
these ways are these principles:

> A child learns most effectively when he has a frame of refer-
> ence, a structure  on which to base further investigation and
> further learning.

> A child learns most effectively when his experiences are re-
> warding and result in success.

> A child learns to develop his own unique value systems through
> the examination of the validity of his own values in relation
> to those held by others.

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## THE SCHOOLS IN CONTEMPORARY SOCIETY

In a changing world the schools must be innovative and flexible. They must prepare pupils to meet not only the challenges of today but also to identify new problems and to solve them in creative ways.

In a pluralistic society the schools must be sensitive to the needs of children of all conditions, interests, talents, and learning styles.

In a time of search by both philosopher and social activist for ways to reverse depersonalizing forces, the schools must seek more effective ways to humanize their instruction.

In the midst of a dramatic technological revolution, and in the setting of vast super-cities, the schools must create a curriculum and a school organization in which the individual can find himself within the complex group.

And at a time of unprecedented national responsibility in the world, the schools should dedicate themselves to the development of responsible citizens.

## THE SOCIAL STUDIES IN THE SCHOOL PROGRAM

There is some commonality among history, geography, government, economics, contemporary affairs, psychology, sociology, and anthropology that has persuaded most people to identify them collectively as the social studies. In the Baltimore County program these areas of study will be referred to as political behavior, economic behavior, human geography, history, social relations, and international relations. They share a common thread and that is man relating to and interacting with other men in his environment. That behavior may be political, as men interact to utilize power. It may be economic, as man seeks to better his standard of living. It may be geographic, as he influences and is influenced by his surroundings. It may be historical, as man attempts to place himself in relationship with those events and persons that have preceded him. It may be social, as man seeks to operate in groups with others.

The scope of this behavior may be as limited as a family, or as broad as the study of international relations. The central theme of social study is, then, the study of people and their behavior in a variety of situations.

## GENERAL OBJECTIVES FOR THE SOCIAL STUDIES

The responsibility of the social studies program is to provide experiences from which each individual can

develop basic concepts, skills, and values, congruent with democratic ideals

improve the nature of his relationship to himself, to other individuals and to his environment

increase his satisfaction in and contributions to the social setting in which he lives.

## IMPLICATIONS FOR THE SELECTION OF CONTENT

Content should be appropriate

in terms of the intellectual and emotional development of the individual or group to whom it is being presented

to the needs of the individual, as he perceives them, for which it offers some utilitarian value

to the community in which it is being presented

to the needs of society generally as perceived by the educators through their experience and research.

Content should be humanistic in the sense that it is presented according to how it affects man. Content should be humanistic also in the sense that it brings into play art, music, literature, and other cultural factors whenever they can significantly enhance the development of a concept under study.

Content should be presented with intellectual integrity in order that concepts will maintain their basic truth as they are reinterpreted in greater detail at subsequent levels of maturity.

Content should contain a variety of balances to insure the comprehensive development of pupils. There must be a balance between domestic and world emphasis, between skills and concepts, between present and past, and among the related disciplines being employed.

Content should be flexible enough to utilize current topics and issues in developing prescribed concepts and skills.

Content should encourage the development of skills that facilitate further investigation and learning.

Content should include concepts that will have application in the context of evolving life situations.

Content may be presented in themes, units or issues as long as the focus is on the person and the significance of the content to him in his environment.

Content may be interdisciplinary in the sense that its implementation must transcend the traditional boundaries of a discipline to effectively achieve the objectives of social studies. Content may be multi-disciplinary in the sense that several disciplines could be

employed when such inclusion can significantly enhance the achieve-
ment of the objectives.

IMPLICATIONS FOR VALUES AND VALUING IN THE SOCIAL STUDIES PROGRAM

In value inquiry the teacher should attempt to help each child

become aware of the values he has learned

make progress toward understanding the reasons for his beliefs

understand what value alternatives exist for himself and for
others

understand how choices relate to consequences.

Since the teaching of values is inevitable and unavoidable, teachers
should be guided by the following principles:

The healthy growth and development of the individual child
should be the primary consideration in the discussion of values.

Value inquiry is not a process whereby the teacher enters into
competition with parents, religious leaders, and others to
teach a personal version of what is right or wrong. However,
in school and classroom management, there are certain standards
that are necessary. While individual choice may not be possi-
ble in respect to these standards, an understanding of their
necessity should be developed.

Value questions raised by students deserve an honest discus-
sion; however, the teacher should not introduce questions that
transcend the individual's level of emotional maturity and
stage of moral development. This caution is especially impor-
tant in the elementary school.

The ability to think hypothetically emerges during adolescence.
Boys and girls begin to consider value alternatives. They are
searching for the meaning of life, for a sense of purpose and
direction, and ultimately, for a personal life style. At this
point the teacher has an obligation to raise value questions
and introduce value dilemmas.

IMPLICATIONS FOR SKILL DEVELOPMENT

Skills should not be taught as isolated units, but in the context of
significant social studies content. This is not meant to preclude
lessons devoted to specific skills.

Skills should be organized sequentially. Some skills should be re-
inforced at many levels.

Inquiry skills should be developed with extensive procedural direc-
tion in the elementary grades, but increasing open-endedness should

5

**10**

characterize the inquiry approach in the upper grade levels of the K-12 sequence.

The social studies method of inquiry should be developed to expanded levels of sophistication. This method includes

the identification of a problem
the collection of data relevant to the problem
the formulation of an hypothesis
the verification of the hypothesis
the statement of a generalization
the application of the conclusions.

Improving skills necessary for reading a variety of social studies materials should be an important instructional goal.

More attention should be given to identifying and developing discussion and decision-making skills.

Pupils with high ability and interest may be offered enrichment in the use of some advanced skills and research tools which are unique to a given discipline.

IMPLICATIONS FOR SEQUENCE

The introduction of concepts and skills should be compatible with the interests, the ability, and the maturity of pupils.

Skills and content should be organized in a logical order. This organization should be compatible with the sequence in other subject areas, especially the language arts.

Repetition of content should be kept to a minimum. Although concepts may be expanded on every level, the experiences and context used to develop those concepts should be different.

There should be an overall organizational framework or design with options within that framework.

IMPLICATIONS FOR TEACHING STRATEGIES

Consistent with principles of learning theory, a wide range of instructional strategies--from teacher exposition on one end of the continuum to "pure" pupil discovery on the other--should be employed at every grade level.

Dialogue is at the heart of the social studies. Teachers, therefore, need to become skilled in posing provocative questions and in encouraging pupils to raise their own questions.

A spirit of discovery should be developed. Teachers need to present, or to assist pupils in finding, significant data that lead them to see possibilities for forming and testing hypotheses.

The use of multi-media instructional materials, field trips, and community resource people should be vital parts of the repertory of social studies methods.

11

As often as possible, and in keeping with county and local school policy, pupils should be actively engaged in community projects which offer opportunities to achieve social studies objectives.

Increased attention should be given to the use of simulation games in the classroom. Both the use of commercially prepared games and pupil-teacher development of their own games are strategies that may heighten interest in many social studies course offerings.

## IMPLICATIONS FOR PUPIL AND TEACHER DEPLOYMENT

All organizational decisions should begin with a concern for meeting the needs of pupils. Any other consideration should be secondary.

Pupils should have experiences functioning in a variety of settings. Since learning beyond the school years is often a private affair, experiences in independent study are desirable. Since functioning cooperatively in groups is a fundamental skill for citizens in a democracy, experiences in planning and carrying out group objectives are necessary.

Various organizational patterns, such as independent study, team teaching and non-gradedness, should be given careful consideration.

School-wide and classroom grouping patterns should be varied according to specific purposes. There may be times when pupils ought to be grouped by ability level, by special interests, or by varied heterogeneous patterns.

Scheduling patterns which permit team teaching across subject matter lines should be encouraged where such arrangements contribute to a fuller realization of social studies objectives.

## IMPLICATIONS FOR TEACHER PREPARATION

The significance and complex nature of the social studies program demand that teachers have a higher degree of preparation than ever before.

The interdisciplinary nature of the social studies makes it essential that teachers have an increasing familiarity with economics, anthropology, psychology, sociology, political science, international relations, history and geography.

Teachers in the social studies classroom should view themselves as generalists whose job it is to help pupils understand the interplay of the various disciplines.

An understanding by the teacher of the psychology of learning as well as the characteristics of pupils on a particular grade level is vital to a productive, positive classroom setting.

The nature of a constantly evolving social studies program mandates that teachers involve themselves in continuing and comprehensive in-service and advanced study programs.

# THE NEED FOR OBJECTIVES

Why have objectives?   What kinds?    How should they be stated?

The rationale underlying the social studies program for the schools of Baltimore County include a number of broad goals for the social studies. There are, however, many implications for the inclusion of more specific objectives. Among these is the recurring theme that schools must humanize instruction, making it more sensitive to the needs of children of all conditions, talents, and learning styles. Clearly stated objectives must aim at the development of responsible citizens through helping the individual find himself within the complex group. They must define a rational behavior for man as he relates to and interacts with others.

## Why have objectives?

Objectives are the guideposts that enable teachers and learners to plan a program that is logical, stimulating, and relevant to human and societal needs. Properly stated they can

   -Contribute to the development of basic concepts, skills, and values

   -Protect teachers from unreasoning pressures

   -Function as guidelines in the selection of procedures, content, and
    materials

   -Aid in the selection of appropriate activities

   -Generate student interaction with appropriate subject matter in ac-
    cordance with the principles of learning

   -Act as a yardstick against which performance is measured.

In short, they are guidelines which facilitate organization and evaluation; they enable teachers and learners to know where they are going and why.

## What kinds?

It is generally accepted that learning is more than the acquisition of facts. Attitudes, interests, and appreciations must also be considered in the total education of the learner. Therefore, as objectives for the social studies are formulated, they must include

**13** 8

-Objectives in the cognitive domain -- those which emphasize remem-
bering, or reproducing, or solving some intellectual task. They
may vary from simple recall of learned materials to highly original
and creative ways of combining and synthesizing new ideas and mate-
rials.

-Objectives in the affective domain -- those which emphasize a feel-
ing, tone, an emotion, or a degree of acceptance or rejection.
Many of these objectives are expressed as interests, attitudes, ap-
preciations, values, and emotional sets or biases.

Although inquiry objectives are considered by some educators as a sepa-
rate domain, and by others as an approach to instruction, it is important
to recognize that they represent a dual dimension encompassing elements
of both the cognitive and affective domain. The cognitive concerns itself
with seeking information; the affective seeks to bring about change in
the pupil's attitudes, feelings, or acceptance/rejection, resulting from
his involvement in the acquisition of skills such as analyzing, classi-
fying, contrasting, and comparing data. Thus, inquiry may relate simul-
taneously to both the cognitive and the affective domains.


## How should they be stated?

It is not expected that the statement of objectives fit any one pattern.
However, it is suggested that, wherever appropriate, objectives be writ-
ten in behavioral terms. For this reason, it is important to consider
the behavioral objectives approach and be aware of its advantages and its
limitations.


Behavioral objectives are stated in terms of definite pupil behavior.
They must, therefore, be lucid, explicit, and attainable. They must meet
three criteria:

-Performance: what is it that a student who has mastered the objec-
tive will be able to do?

-Conditions: under what conditions will he be able to do it?

-Extent: to what extent will he be able to do it?

The advantages of behavioral objectives include the following:

-Teachers and pupils have clear purposes.

-Broad content is broken down into manageable, meaningful pieces.

-Organizing content into sequences is facilitated.

-Evaluation is simplified when the objectives are in the cognitive
domain.

9

-Teacher training is facilitated.

-Selection of materials is clarified.

Limitations to writing behavioral objectives must be kept in mind.

-Because of human interaction all behavior cannot be predicted in
advance.

-Some areas of social studies do not permit precise statements of
specific and measurable behavior outcomes.

-It is very difficult to accurately evaluate the attaining of objec-
tives in the affective domain.

-Predetermined behavioral objectives may tend to produce rigidity
and thereby limit some valuable experiences and outcomes.

CONCEPT  DEVELOPMENT

IN  SOCIAL  STUDIES  EDUCATION

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What is a concept?  What is the relation to fact?  to generalization?
What concepts are appropriate for development?

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The role of concepts in effective instruction has been central to many
of the changes that have characterized the school curriculum during the
past two decades.  Throughout the curriculum, concepts are viewed as en-
abling us to use past experience to examine the world with some under-
standing.

Edith West writes, "If each event or object were seen as having nothing
in common with any other event or object, the world would be bewildering.
We would have to face each new object or event as though it were entirely
new; nothing we had learned about past objects or events would be of help
to us.  If, however, we can group objects or situations as having some-
thing in common with other objects and situations about which we know
something, we can apply what we know about these other objects and situa-
tions to the new ones.  If we recognize something as an example of a cer-
tain concept, we know certain things about the phenomena and so know
better what to expect from a situation and how to handle it."

Thus, the function of concepts in social studies instruction is

     -to promote comprehension in the social studies
     -to provide short cuts to communication
     -to promote recall and use of knowledge
     -to aid in transfer of learning
     -to provide a structure or framework from which to analyze ex-
      perience
     -to aid in rational decision-making and action in a democratic
      society.

## What is a concept?

If there is general agreement on the function of concepts and the impor-
tance of their development, there is less agreement as to what concepts
are.  In recent years responses have been made to the question:  What is
a concept?

Some have argued that a concept is a generalization about related data.
Thus, the Providence Social Studies Curriculum Project includes among its
lists of concepts:  "The international society, because of its complexity,
needs to be global in outlook and activity in order to survive."

11

Quillen and Hanna, however, describe a concept as "a general idea, usually expressed by a word, which represents a class or group of things or actions having certain characteristics in common."

The Syracuse University Social Studies Curriculum Center has directed its efforts towards the identification of social science concepts to serve as organizers for social studies curriculum and classroom experiences. Since an understanding of the meaning of concept was primary to the success of this project, the staff of the Curriculum Center developed a working definition in the form of a composite statement drawn from the literature on concepts.

A concept is

    -an individual's own way of making meaning of things he has experienced

    -a mental image which assists a person in classifying his experiences, and which continually changes as his experiences accumulate

    -an abstraction or general idea in the mind of a person which represents a class or group of things or actions having certain qualities or characteristics in common

    -a synthesis of a number of things an individual has experienced and conclusions he has drawn about his experiences

    -represented by a verbal symbol which indicates the real content of the insights and meanings the word evokes in the mind of an individual.

It is this latter conception that incorporates many important understandings about the meaning of concepts: the influence of the individual and his experiences in concept formation; the notion of the abstract system of classification; the synthesizing role of concepts; and the representation of insights and meanings by such verbal symbols as culture, causation, or dignity of man.

What is the relation of concept to fact? to generalization?

Concepts are related to, but different from facts and generalizations. Facts are items of information and data, capable of being checked for accuracy, generally accepted to be true, and basic to the development of concepts. Facts promote precision as they provide evidence for concepts and generalizations, but they are not ends in themselves.

A generalization is viewed as a statement in sentence form which states a relationship between two or more concepts. For example, large cities (concept) are made up of smaller communities (concept) and neighborhoods (concept).

The generalization as the "cognitive capstone" of learning is the peak of attainment in the development of understandings and skills of effective thinking.

The relationship of concepts to facts and generalizations is that of a catalyst between the two. Before the student develops or employs his generalizations, he must have experienced the facts and developed the concepts upon which the generalizations are based. Concept generalizations are rooted in understanding about relationships between things-- relationships filtered through individual frames of reference and thus subject to a variety of interpretations. Because of the influence in concept formation of individual perspective and experience, we speak of building or developing concepts. No one can give a concept to a learner. Concepts are built as the pupil is able to develop a general idea on the basis of his own experiences. Concept development extends throughout life as one gains or accumulates more mature understandings.

## What concepts are appropriate for development?

An examination of pertinent literature and of concepts suggested by social scientists--historians, geographers, political scientists, economists--and social studies educators as appropriate for instruction, has resulted in a pool of concepts for social studies in Baltimore County. The pool is organized around a number of general or core concepts, common to many of the disciplines and fields that offer insights into understanding human behavior in a variety of settings. It is not intended that this cluster of concepts be viewed as all inclusive or restricting. The nature of concepts and concept formation makes a tentative and flexible attitude imperative. The concepts, and the several concept statements included as illustrations, should be regarded as testable hypotheses about possible meanings that social studies educators and students may see or discover in concepts.

1. Causality

Events rarely have a single cause, but, rather, result from a number of antecedents impinging on one another in a given segment of time and space.

Events can rarely be understood without knowledge of their antecedents. Hence, this knowledge can make possible a rational choice among alternatives that might be suggested.

2. Conflict

Interaction among individuals or groups frequently results in hostile encounters or struggles.

Conflict is characteristic of the growth and development of individuals and of civilization as a whole.

There are culturally approved and disapproved means for resolving all varieties of conflicts.

13

Irrational conflict is reduced by recognition of the inevitability of differences and of the difficulty of determining their relative value.

In most situations, some form of compromise is necessary because of the serious consequences of sustained conflict.

3. Cooperation

The solution of important human problems requires human beings to engage in joint effort.

The more complex the society is, the more cooperation is required.

Cooperation often requires compromise and postponement of immediate satisfactions.

4. Culture

A society develops a way of living to meet its needs for survival and to organize the associations of its members.

Every individual inevitably has some relationship to the culture into which he was born and in which he lives.

5. Cultural change

Cultures never remain static, although the context of the change--economic, political, social, technological, environmental--the speed of change, and the importance of the change vary greatly.

Cultural change is stimulated or facilitated by such factors as increased knowledge, mobility, upheaval, and communications, operating both within and between cultures.

Cultural change may be detrimental or beneficial, or both, to society.

The interrelated processes of industrialization and urbanization provide modern man with great hopes and serious problems.

6. Decision Making

Individuals and groups engage in processes by which they determine for what purposes power will be used and how power will be exercised.

7. Differences

The physical, social, and biological worlds, including human beings and their institutions, show extreme variation.

Survival of any species depends on these differences.

Conflicts and inequities often result from assigning value to particular categories or differences such as skin color or high intelligence.

8. Interdependence

All persons and groups of persons depend upon other persons and groups for satisfaction of needs.

The behavior of each person and group affects other persons and groups in important ways. These effects on others are often indirect and not apparent.

9. Power

Individuals and groups vary as to the amount of influence they can exert in making and carrying out decisions which affect people's lives significantly.

As a strong motivating factor in individual and group action, the desire for power often leads to conflict, compromise, and cooperation.

10. Scarcity

Every society has something it prizes. Since resources are limited and wants are infinite, society must constantly allocate resources among competing goals.

11. Societal Control

All societies influence and attempt to mold the conduct or behaviors of their members. The techniques used include precept, example, and systems of reward and punishment; the specifics of these techniques vary greatly from one society to another, and within a society one region varies from another.

Marked differences in child-rearing practices often exist among societies.

All societies have some way of punishing adults who do not conform to established ways. The means of punishment include ridicule, shaming, and ostracism, as well as physical punishment and execution.

Written laws are an attempt to clarify the rules by which society operates and to promote an impartial treatment of its members.

Everyone belongs to many groups with over-lapping membership, different purposes and often conflicting demands on members in terms of duties, responsibilities and rights; each, by exerting social controls, shapes the personality structure and behavior of its members.

12. Systemness

A system of relationships exists on a variety of levels: local, national, and international.

Systemness is reflected by an expanding volume of human interaction, by increasing similarity in socio-cultural institutions and behavior, and by

increased recognition of the potential of the environment and how it can be disrupted.

13. Tradition

Societies and the groups and individuals within them tend to retain many traditional values, attitudes, ways of living, and dealing with current problems, whether or not that behavior is appropriate.

Certain institutions in societies, such as the family, religion, and education, tend to change less rapidly than do other elements of societies.

14. Values

Values a feelings toward objects, behaviors, ideas, or institutions, which a society or an individual considers important and desires.

Whether or not a person holds a value can be inferred by others only on the basis of an extensive sample of his behavior.

Societies and individuals often differ significantly in the values they hold.

Values develop through non-rational and rational processes.

The survival of a society is dependent upon agreement on some core of values by a majority of its members.

The greater the variety of values within a society, the greater the likelihood of disagreement and conflict; in some societies such conflict is accepted as necessary to the realization of core values.

# VALUES AND VALUING

## A POINT OF VIEW

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What is the task?    What does it involve?    What is the approach?

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Throughout the school years, boys and girls are in the formative stage in regard to their moral, social, and political convictions. Thus, attention should be given to the development of attitudes as well as to achievement in cognitive areas.

## What is the task?

Teachers have a definite responsibility to encourage students to scrutinize the values they bring with them to the school, to examine their bases and their validity in their own lives and in the life of the society. Such an analysis of values should not be aimed at destroying existing values or at endorsing them. It should be a thorough, objective investigation of what society believes in, why they feel this way, the degree of their faith in these values, the alternatives to these values, and their relative consequences. The teacher is a living embodiment of a set of value preferences. While the teacher's example is potent, for good or ill, student involvement in wrestling with value-laden issues in ways that help them function more rationally and autonomously is the task to be emphasized.

Edwin Fenton identifies three kinds of values:

-Behavioral values are those which have to do with the orderly operation of the classroom. Although the teaching of value inquiry is a healthy exercise, it is no less important that students become aware of certain standards in society and in school that must exist for the protection of the students themselves and for the orderly execution of educational processes. Such standards might concern the need to follow fire and civil defense drills, to follow particular classroom rules and procedures, such as bringing materials to class and behaving in a civilized manner in class, and to follow administration directives. Students have the right to question these standards; and the teacher and school administration have the responsibility to explain the intent of school rules in a manner that elicits respect for the rules by the student body.

-Procedural values are those which guide the rational processes: respect for evidence and the scientific method, tolerance, open-mindedness. Teachers have a major responsibility for encouraging these preferences by the way they run their classes and by the kinds of experiences they offer students. For example, teachers who demonstrate a preference for democratic processes in their own behavior and who favor experiences that encourage youngsters to

grow in their own decision-making capacities are teaching significant social studies values.

-Substantive values are those which have to do with moral, political, and social preferences. For example, the view that birth control is the only way to head off the population crisis is a substantive value position.

> "The value systems of taxpayers who send their children to public schools vary from one end of the spectrum to the other. In a democracy, parents have a right to mold the values of their children; teachers should not consign this right to themselves.

> "On the other hand, teachers and the curriculum they use should consistently call upon students to clarify substantive values. The difference between teaching a value as truth and raising an issue involving a value to encourage clarification is important. Discussing a value in class without trying to arrive at consensus challenges each student to think for himself and to reflect upon the validity of values which he has learned in the home, on the playground, or in the wider community. Clarification gives each child an opportunity to develop his unique value system. This expectation clearly falls within the responsibility given to teachers by the society."

As an example, a class discussion may focus on an adolescent boy who is pondering what he will do when he gets his draft notice. His alternatives are go into the service and perhaps have to kill, escape to Canada, refuse to serve and be sent to prison, or try to obtain alternative service. What the student values most will determine the choice he makes. The student should be helped to see the relation of the various alternatives to his own value position and to question the ultimate efficacy of his position in light of all of its personal and societal ramifications.

Adolescents in today's America are subjected to many such value tests. It is the responsibility of the school to offer as many chances as possible to explore honestly and thoroughly all of the facets of a value dilemma.

## What does it involve?

Does the school, then, have the right--or indeed even the obligation--to teach values? Are there some intellectual, emotional, and moral values to which the social studies may subscribe and which it ought to promote? Certainly, not in the sense of a specific moral code. Yes, in the broadest sense of certain values appropriate to members of a pluralistic democracy. Grounded on the belief in man as a rational creature are a number of attitudes that should characterize the student as a learner.

-Reverence for truth. Trust that in the contest between truth and error, truth will win out. A willingness to examine ideas in the

open market place.  The recognition that the quest for knowledge and understanding is endless.

-An emotional ability to sustain uncertainty.  An open-minded, ten-tativeness about his own beliefs.  Ability to live with ambiguity and paradox--with humor.

-Respect for himself and for others.  Faith in the worth of all men.  A belief in the "equality of rights" of all men.  A commitment to defend the dignity of each person.

Inherent in each of these attitudes is a suspicion of simplistic an-swers to complex issues.

## What is the approach?

Approaches to values and valuing in curriculum implementation grow out of a tentative acceptance of a particular hypothesis about the way values develop in people.  For elementary school instruction, principles of value development seem to support an approach that would help children become familiar with conventional beliefs--where they come from, why they are held, how they are maintained, what their consequences are, and some limited awareness of alternatives.  At the high school level it seems appropriate to make a more detailed examination of alternatives to con-ventional beliefs and values and to study complex value dilemmas.

Value development is best represented as a continuum which, from early elementary through senior high school, evolves in a manner commensurate with the social, emotional, and intellectual development of each individ-ual child.  The perceptiveness and objective analysis of the classroom teacher are critical factors in assessing the readiness of pupils to handle value questions that could or should be taught at a given grade level. These questions should never be introduced for the sake of sensa-tionalism but should be explored only when they are pertinent to class-room activities or to issues specifically related to objectives of the instructional program.

While it is true that children enter the elementary schools with a value system and a moral code which they have already largely unconsciously adopted, there are many points in their subsequent moral development where sensitive teachers may intervene in ways that will assist them in becoming more aware of their value positions and that will give them skills for arriving at more mature moral codes.  Since values may change signifi-cantly beyond high school, providing students with techniques for value examination, clarification, and evaluation is more appropriate than in-culcating a particular set of values.

Obviously, values should be both taught and sought.  Knowing when to use which strategy is part of the art of teaching.

19

24

# TEACHING CONTROVERSIAL ISSUES[1]

Training in reflective and responsible thinking is the responsibility of all teachers. This training is impossible, or at least severely hampered, if the entire community does not respect the principles of freedom and recognize that dissent does not necessarily mean disloyalty. However, one form of dissent which is absolutely incompatible with freedom is that which attempts to end freedom. Irrational fears do just this, and thereby may block such a community institution as the school in its effort to handle controversial issues.

Many areas of study are alive with controversial issues that demand the teacher-pupil freedom to deliberate, decide, and accept the ultimate responsibility of their decision. Indeed, a sustained study of the political, social, and economic record of man inevitably leads to different value judgments. To learn how to make judgments is the right of all pupils.

I. It is the responsibility of the schools to make provision for the study of controversial issues.

    A. The study shall be emphasized in the senior high school, when most pupils are mature enough to study the significant controversial issues facing our citizens.

    B. The study shall be objective and scholarly with a minimum emphasis on opinion.

II. The pupil has four rights to be recognized in the study of controversial issues.

    A. The right to study any controversial issue which has political, economic, or social significance and concerning which he should begin to have an opinion.

    B. The right to have free access to all relevant information, including the materials that circulate freely in the community.

    C. The right to study under competent instruction in an atmosphere free from bias and prejudice.

    D. The right to form and express his own opinions on controversial issues without thereby jeopardizing his relations with his teacher or the school.

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[1] Board of Education of Baltimore County. Manual of Policies and Regulations, Vol. II. Towson, Maryland. 1969. 6144 (a)

III. <u>The teacher employs the same methods in handling areas of contro-</u>
<u>versy as characterize his best teaching at any time.</u>

A. The teacher, in selecting both the content and the method of in-
struction shall be mindful of the maturity level of his students.
The teacher has become acquainted with the thought patterns of
his community and his decisions shall be made with these in mind.

B. The teacher shall assure himself that the controversial subject
to be discussed belongs within the framework of the curriculum to
be covered, that the subject is significant as well as meaningful
for the pupils, and that through the discussion pupils will have
some opportunity to grow.

C. The teacher shall handle the classroom presentation in ways which
will insure a wide range of information and interpretation for
the pupils' consideration. He shall strive to present a balance
among many points of view.

D. The teacher shall not use his classroom as a personal forum. He
shall not employ the techniques of the demagogue or the propa-
gandist for attention, for control, or simply for color.

E. The teacher shall emphasize keeping an open mind, basing one's
judgment on known facts, looking closely at facts to evaluate
them in terms of the subject under discussion, and being ready to
change one's opinion should new facts come to light.

F. The emphasis always shall be on the method of forming an opinion
as much as on the opinion formed.

Policy           Board of Education
Adopted:  9/25/69      of Baltimore County

SKILL DEVELOPMENT

IN SOCIAL STUDIES EDUCATION

What skills are important?         How should they be presented?
                        When?

A major purpose of social studies instruction is the development of the
many skills needed to live successfully in today's world and to con-
tinue learning throughout one's life.  Social studies skills enable
pupils to use those intellectual processes necessary for the acquisition
and processing of knowledge, and to use the human-relations processes
which contribute to the development of competency in human interaction.

What skills are important?

Included here is a summary of the types of skills which must be included
in an effective social studies program.  A more specific listing under
each category will follow.

    -Developing Effective Thinking

        .Applying Problem-Solving Skills
        .Applying Critical Thinking Skills
        .Applying Creative Thinking Skills

    -Developing Self-Understanding and Competence in Human Relationships

    -Developing Group Participation Skills

    -Obtaining Knowledge

        .Locating Information
        .Reading Social Studies Material
        .Interpreting Pictures and Graphic Materials
        .Gathering Information from Study Trips and Interviews
        .Acquiring Information Through Listening and Observing
        .Interpreting Maps and Globes

    -Processing Knowledge

        .Analyzing and Evaluating Information
        .Organizing Information
        .Communicating Effectively
        .Understanding Time and Chronology

27

## How should they be presented?

Skills should be taught in functional settings that require their use rather than as ends in themselves. They are tools which the pupil learns to use during the course of a depth study in order to obtain information that tells him more about human groups or that leads him to the development of the organizing concepts of the social sciences. Social studies skills are highly interrelated; seldom does a pupil use any one skill without using others.

A comprehensive program for skill development must provide for the horizontal coordination of instruction in skills. The responsibility for teaching many of the skills is shared with other curriculum areas. This means that the social studies can reinforce many skills by providing opportunities for the practical use of the skills and by showing pupils how a general skill is applied to a specific subject area. Opportunities should also be planned to enable the pupil to practice and relate social studies skills in other subject areas of the curriculum whenever possible to insure optimum learning.

Since a wide range of differences exists among learners, any established expectancies in performance should serve only as guides to the teacher rather than as standards to be attained by all pupils. The pacing of instruction must provide for continuous growth for all learners with the understanding that pupils will progress at different rates and will exhibit varying degrees of competence at the end of the secondary school. In order to ascertain the pupil's level of proficiency in a skill and to assess his progress, teachers should make continuous use of evaluative devices. Frequent and regular appraisals of skill growth are essential to the maintenance of a psychologically sound sequence of skill development for each pupil.

## When?

Skills develop along a continuum throughout the elementary and secondary school program. Therefore, a sound program for the development of social studies skills provides for planned, sequential teaching and considers the experiences, needs, interests, and abilities of each pupil. Teachers of all grades share the responsibility to introduce new skills or variations of skills; to maintain those which have been taught earlier and reteach them if necessary; and to provide adequate practice and use of skills so that pupils become increasingly proficient in them.

The following listing of skills should be considered a classification system which guides the teacher in identifying and selecting the skills to be developed and in maintaining balance in the types of skills taught. To assure systematic attention to each phase of skill development, appropriate levels for the introduction, systematic development, and maintenance and extension of each skill have been suggested. The chart should be used as a guide or checklist for the sequential development of skills rather than as a rigid framework. Teachers should use it also to provide for the immediate needs of individuals as they arise in the on-going activities of a study.

DEVELOPING EFFECTIVE THINKING

| | Intro-duce | Develop System-atically | Maintain and Extend |
|---|---|---|---|
| **1. Applying problem solving skills** | | | |
| Identifies a problem | | | |
| Recognizes that a problem exists | K-1 | 2-8 | 9-12 |
| Defines the problem for study | 1-2 | 3-8 | 9-12 |
| Reviews known information about the problem | 1-2 | 3-8 | 9-12 |
| Formulates hypotheses | | | |
| Formulates appropriate hypotheses based upon an analysis of the factors involves | 1-2 | 3-8 | 9-12 |
| Records hypotheses as given and considers each systematically | 1-2 | 3-8 | 9-12 |
| Provides specific illustrations of social studies generalizations dealing with increasingly difficult and advanced materials | 3-4 | 5-8 | 9-12 |
| Remains aware of the tentative nature of hypotheses | 3-4 | 5-8 | 9-12 |
| Collects data relevant to the problem | | | |
| Decides what data will be needed | 1-2 | 3-8 | 9-12 |
| Plans ways to obtain data to answer questions or test hypotheses | 1-2 | 3-8 | 9-12 |
| Locates, analyzes, and selects information | 2-3 | 4-8 | 9-12 |
| Organizes and summarizes information | 3-4 | 5-8 | 9-12 |

|  | Introduce | Develop System-atically | Maintain and Extend |
|---|---|---|---|
| **Verifies the hypotheses** | | | |
| Interprets information and notes limitations of data | 4-5 | 6-8 | 9-12 |
| Verifies hypothesis as compatible with the existing knowledge and in accord with known concepts and laws | 4-5 | 6-8 | 9-12 |
| Modifies hypotheses in the light of new factors and considerations | 4-5 | 6-8 | 9-12 |
| **Forms generalizations** | | | |
| Summarizes and draws tentative conclusions | 4-5 | 6-8 | 9-12 |
| Recognizes the need to change conclusions when new information warrants | 5-6 | 7-9 | 10-12 |
| **Applies the conclusions** | | | |
| Compares with previous conclusions and inferences | 4-5 | 6-8 | 9-12 |
| Recognizes areas for further study | 4-5 | 6-8 | 9-12 |
| Uses problem-solving techniques in meeting personal and social problems | 4-5 | 6-8 | 9-12 |
| **2. Applying critical thinking skills (analyzing and evaluating)** | | | |
| Distinguishes between fact and fiction | 1-2 | 3-5 | 6-12 |
| Reaches tentative conclusions and checks them against the facts presented to support them | 2-3 | 4-8 | 9-12 |
| Draws inferences and generalizations from evidence | 3-4 | 5-8 | 9-12 |
| Relates standards or values to the issue involved | 3-4 | 5-9 | 10-12 |
| Weighs values and judgments involved in alternative courses of action | 4-5 | 6-9 | 10-12 |

25

|                                                                                      | Intro-duce | Develop System-atically | Maintain and Extend |
|--------------------------------------------------------------------------------------|-----------|-------------------------|---------------------|
| Approaches an issue with objectivity                                                 | 4-5       | 6-9                     | 10-12               |
| Recognizes the various factors which influence an individual's point of view         | 4-5       | 6-9                     | 10-12               |
| Grasps comparisons and contrasts, cause and effect                                   | 4-5       | 6-9                     | 10-12               |
| Distinguishes facts from hypotheses, judgments, or opinions                          | 4-6       | 7-9                     | 10-12               |
| Compares information about a topic drawn from two or more sources                     | 4-6       | 7-9                     | 10-12               |
| Discovers hidden or implied meanings                                                 | 5-6       | 7-9                     | 10-12               |
| Recognizes unstated assumptions                                                      | 5-6       | 7-9                     | 10-12               |
| Indicates logical fallacies in arguments                                             | 5-7       | 8-9                     | 10-12               |
| Suspends judgment                                                                    | 5-7       | 8-9                     | 10-12               |

3. Applying creative thinking skills (synthesizing)

|                                                                                                                    | Intro-duce | Develop System-atically | Maintain and Extend |
|--------------------------------------------------------------------------------------------------------------------|-----------|-------------------------|---------------------|
| Understands special meanings of words and phrases                                                                  | 1-2       | 3-6                     | 7-12                |
| Relates ideas to personal experiences and associates meanings                                                      | 1-2       | 3-7                     | 8-12                |
| Integrates ideas in order to make generalizations                                                                  | 1-2       | 3-8                     | 9-12                |
| Uses generalizations to make predictions                                                                           | 1-2       | 3-8                     | 9-12                |
| Distinguishes cause and effect relationships from other types of relationships such as means and ends             | 2-3       | 4-8                     | 9-12                |
| Thinks of new hypotheses, inter-pretations, or relationships                                                       | 2-3       | 4-8                     | 9-12                |
| Makes analogies as a means of reasoning by comparison                                                              | 4-5       | 6-8                     | 9-12                |
| Searches for ways to apply ideas and uses them in other activities                                                 | 4-5       | 6-8                     | 9-12                |

# DEVELOPING SELF-UNDERSTANDING AND COMPETENCE IN HUMAN RELATIONSHIPS

|  | Introduce | Develop Systematically |
|---|---|---|
| **1. Acquiring the ability to examine one's own feelings, values, and capabilities in an effort to develop a healthy concept of self** | | |
| Recognizes and differentiates feelings | 1-3 | 4-12 |
| Receives criticism of own ideas without undue defensiveness and emotion | 2-4 | 5-12 |
| Defends own ideas objectively | 2-4 | 5-12 |
| Submits an idea and sees it rejected or revised, when necessary | 2-4 | 5-12 |
| Recognizes personal feelings and opinion as possible sources of error and bias that influence interpretations and point of view | 3-6 | 7-12 |
| Criticizes own values and ideas | 3-6 | 7-12 |
| **2. Developing the ability to see people as individuals** | | |
| Perceives that people vary in abilities and talents; recognizes the worthiness of others | K-2 | 3-12 |
| Participates in activities with a variety of persons from diverse backgrounds | K-2 | 3-12 |
| Develops friendships with people of varying backgrounds | K-2 | 3-12 |
| Avoids generalizing about a group from experience with an individual | 3-4 | 5-12 |
| Avoids judgments based upon superficial characteristics and first impressions | 5-6 | 7-12 |
| Refrains from applying established stereotypes to individuals | 5-6 | 7-12 |

27

32

|  | Introduce | Develop Systematically |
|---|---|---|
| 3. Developing the ability to feel for others; to be sensitive to their needs, problems and aspirations; to empathize | | |
| Works harmoniously with others | K-2 | 3-12 |
| Exhibits friendliness and thoughtfulness | K-2 | 3-12 |
| Exhibits the desire to be helpful | K-2 | 3-12 |
| Exhibits a sense of responsibility | K-2 | 3-12 |
| Demonstrates trust in others | K-2 | 3-12 |
| Shows sensitivity to the consequences of own actions on others | K-2 | 3-12 |
| Allows others to express themselves and to experience success | K-2 | 3-12 |
| Considers the ideas and opinions of others | K-2 | 3-12 |
| Gives constructive criticism | 2-4 | 5-12 |
| Exhibits sensitivity to the attitudes and values of others | 2-4 | 5-12 |
| Realizes that what happens to other people has an effect on him | 2-4 | 5-12 |

## DEVELOPING GROUP PARTICIPATION SKILLS

|  | Intro-duce | Develop System-atically | Maintain and Extend |
|---|---|---|---|
| **1. Planning and preparing for group work** | | | |
| Distinguishes between work that can be done most efficiently by individuals and that which calls for group effort | K-3 | 4-8 | 9-12 |
| Helps define the problem | K-2 | 3-8 | 9-12 |
| Helps decide what questions must be answered | K-2 | 3-8 | 9-12 |
| Participates in planning ways to obtain answers to questions or test hypotheses | K-2 | 3-8 | 9-12 |
| Helps define roles of participants | K-2 | 3-8 | 9-12 |
| Helps choose best qualified persons for roles | K-2 | 3-8 | 9-12 |
| Helps to set rules and standards of behavior for the group | K-2 | 3-8 | 9-12 |
| Helps decide the resources needed for the job | K-2 | 3-8 | 9-12 |
| **2. Participating in group work** | | | |
| Gives suggestions for group to consider | K-2 | 3-8 | 9-12 |
| Listens to proposals from the rest of the group | K-2 | 3-8 | 9-12 |
| Realizes not all suggestions are acceptable | K-2 | 3-8 | 9-12 |
| Helps decide which suggestions are better | K-2 | 3-8 | 9-12 |
| Considers and/or suggests alternatives | K-2 | 3-8 | 9-12 |
| Does own share of the work | K-2 | 3-8 | 9-12 |

|  | Intro-duce | Develop System-atically | Maintain and Extend |
|---|---|---|---|
| Follows rules established by the group | K-2 | 3-8 | 9-12 |
| Shares ideas and talents with the group | K-2 | 3-8 | 9-12 |
| Accepts the role of leader or follower, as the situation requires | K-2 | 3-8 | 9-12 |
| Explores sources of needed materials | K-2 | 3-8 | 9-12 |
| Helps select appropriate activities and alternatives | K-2 | 3-8 | 9-12 |
| Helps decide reporting procedures | K-2 | 3-8 | 9-12 |
| Helps keep group on defined task | 3-4 | 5-8 | 9-12 |
| Helps find ways to resolve differences within the group | 3-4 | 5-8 | 9-12 |
| Uses the rules of parliamentary procedure when needed | 5-6 | 7-12 | |
| Helps decide when a majority vote or consensus is desirable | 7-8 | 9-12 | |

3. Evaluating group work

| | Intro-duce | Develop System-atically | Maintain and Extend |
|---|---|---|---|
| Uses standards developed by class to evaluate the operation of the group | K-2 | 3-8 | 9-12 |
| Judges success of group in terms of goals | K-2 | 3-8 | 9-12 |
| Evaluates personal satisfaction from work | K-2 | 3-8 | 9-12 |
| Considers ways of working more effectively in the future | K-2 | 3-8 | 9-12 |
| Helps determine evaluative techniques | 7-8 | 9-12 | |

## OBTAINING KNOWLEDGE

| | Intro-duce | Develop System-atically | Maintain and Extend |
|---|---|---|---|
| **1. Locating information** | | | |
| **Works with books** | | | |
| Uses title as guide to contents | 1-2 | 3-6 | 7-12 |
| Uses table of contents | 1-2 | 3-6 | 7-12 |
| Uses title page and copyright date | 3-4 | 5-8 | 9-12 |
| Chooses a book appropriate for the purpose | 3-4 | 5-8 | 9-12 |
| Uses index | 3-4 | 5-8 | 9-12 |
| Uses glossary, appendix, map list, illustration list | 3-4 | 5-8 | 9-12 |
| Uses bibliographic aids in preparing talks or reports | 7-8 | 9-10 | 11-12 |
| **Makes use of the dictionary** | | | |
| Locates words in picture, standard, or unabridged dictionaries | 1-2 | 3-6 | 7-12 |
| Uses guide words | 3-4 | 5-8 | 9-12 |
| Determines correct pronunciation of words | 3-4 | 5-8 | 9-12 |
| Determines syllabication of words | 3-4 | 5-8 | 9-12 |
| Chooses the appropriate meaning of a word for the context in which it is used | 3-4 | 5-8 | 9-12 |
| **Finds information in encyclopedias and special reference books** | | | |
| Locates information in an encyclopedia by using key words, letters on volumes, index, and cross references | 5-6 | 7-9 | 10-12 |

31

|  | Intro-<br>duce | Develop<br>System-<br>atically | Maintain<br>and<br>Extend |
|---|---|---|---|
| Uses reference materials such<br>as The World Almanac, atlases,<br>The Statesman's Yearbook | 5-6 | 7-9 | 10-12 |

Uses library resources

|  | Intro-<br>duce | Develop<br>System-<br>atically | Maintain<br>and<br>Extend |
|---|---|---|---|
| Locates appropriate materials;<br>e.g., books, pictures, periodicals,<br>filmstrips | 3-4 | 5-8 | 9-12 |
| Understands the use of the card<br>catalog | 3-4 | 5-8 | 9-12 |
| Uses reference aids and special<br>indexes such as the Reader's Guide<br>to Periodical Literature, the<br>Vertical File Index, and the<br>Dictionary of American Biography | 7-8 | 9-10 | 11-12 |

2. Reading social studies material

|  | Intro-<br>duce | Develop<br>System-<br>atically | Maintain<br>and<br>Extend |
|---|---|---|---|
| Clarifies purposes for reading | 1-2 | 3-8 | 9-12 |
| Demonstrates an understanding of the<br>meanings of social studies terms | 2-4 | 5-9 | 10-12 |
| Adapts rate and technique of reading<br>according to various kinds and<br>purposes of material | 3-4 | 5-9 | 10-12 |
| Forms accurate sensory impressions<br>in order to grasp the meaning of the<br>author's ideas | 3-4 | 5-9 | 10-12 |
| Skims to get an overview of material<br>or to locate specific information | 3-4 | 5-9 | 10-12 |
| Applies critical reading skills | 3-5 | 6-8 | 9-12 |
| Makes use of headings, sub headings,<br>topic sentences, and summary sentences<br>to select main and subordinate ideas | 4-5 | 6-9 | 10-12 |
| Learns abbreviations commonly used<br>in social studies materials | 4-5 | 6-9 | 10-12 |
| Uses italics, marginal notes, and<br>footnotes to obtain information or<br>discover author's emphasis | 5-6 | 7-9 | 10-12 |

|  | Intro-<br>duce | Develop<br>System-<br>atically | Maintain<br>and<br>Extend |
|---|---|---|---|
| Reads newspapers, magazines, and<br>pamphlets with discrimination |  |  |  |
|    Learns about the sections of<br>   the newspaper | 4-5 | 6-9 | 10-12 |
|    Learns the organization of a<br>   newspaper and how to use the<br>   index | 5-6 | 7-9 | 10-12 |
|    Recognizes the difference in<br>   purpose and coverage of each<br>   publication | 5-6 | 7-9 | 10-12 |

3. Interpreting pictures and graphic materials

Interprets pictorial materials

|  | Intro-<br>duce | Develop<br>System-<br>atically | Maintain<br>and<br>Extend |
|---|---|---|---|
|    Recognizes these materials as<br>   sources of information | K-1 | 2-8 | 9-12 |
|    Notes and describes the content<br>   of the material, both general<br>   and specific | K-1 | 2-8 | 9-12 |
|    Interprets by applying related<br>   information, and uses the material<br>   as one basis for drawing<br>   conclusions | 1-2 | 3-9 | 10-12 |
|    Distinguishes between types of<br>   pictorial material, recognizes the<br>   advantages of each and the need for<br>   objectivity in interpretation | 3-4 | 5-9 | 10-12 |

Interprets cartoons

|  | Intro-<br>duce | Develop<br>System-<br>atically | Maintain<br>and<br>Extend |
|---|---|---|---|
|    Recognizes these materials as<br>   expressing a point of view and<br>   interprets the view expressed | 6-7 | 8-9 | 10-12 |
|    Notes and interprets the common<br>   symbols used in cartoons | 6-7 | 8-9 | 10-12 |

Gains information from charts; e.g.,
narrative, tabulation, relationship,
classification, organization, flow

|  | Intro-<br>duce | Develop<br>System-<br>atically | Maintain<br>and<br>Extend |
|---|---|---|---|
|    Traces the steps in the process<br>   shown | 3-4 | 6-8 | 9-12 |

33

|  | Intro- duce | Develop System- atically | Maintain and Extend |
|---|---|---|---|
| Follows the steps in development indicated | 4-5 | 6-8 | 9-12 |
| Compares sizes and quantities | 4-5 | 6-8 | 9-12 |
| Analyzes the organization or structure | 4-5 | 6-8 | 9-12 |
| Identifies elements of change | 4-5 | 6-8 | 9-12 |
| Studies graphs and tables | | | |
| Understands the significance of the title | 3-4 | 5-8 | 9-12 |
| Determines the basis on which the graph or table is built and the units of measure involved | 3-4 | 5-9 | 10-12 |
| Interprets the relationships shown | 3-4 | 5-9 | 10-12 |
| Draws inferences based on the data | 3-4 | 5-9 | 10-12 |
| Relates information derived from pictures, charts, graphs, and tables to that gained from other sources | 3-4 | 5-9 | 10-12 |

4. Gathering information from study trips and interviews

| | | | |
|---|---|---|---|
| Identifies the purpose of the study trip or interview | K-1 | 2-8 | 9-12 |
| Plans procedures, rules of behavior, questions to be asked, things to look for | K-1 | 2-8 | 9-12 |
| Records, summarizes, and evaluates information gained | K-1 | 2-8 | 9-12 |
| Expresses appreciation for courtesies extended during the study trip or interview | K-1 | 2-8 | 9-12 |

**39**

|  | Intro- duce | Develop System- atically | Maintain and Extend |
|---|---|---|---|
| Takes increasingly greater initiative in the actual conduct of the study trip or interview | 2-3 | 4-9 | 10-12 |
| Evaluates the planning and execution of the study trip or interview | 2-3 | 4-9 | 10-12 |
| Finds acceptable ways to open and close an interview | 3-4 | 5-9 | 10-12 |

5. Acquiring information through listening and observing

|  | Intro- duce | Develop System- atically | Maintain and Extend |
|---|---|---|---|
| Listens attentively when others are speaking | K-1 | 2-8 | 9-12 |
| Listens for specific purposes; e.g., information, appreciation | K-1 | 2-8 | 9-12 |
| Observes discriminately for a variety of purposes | K-1 | 2-8 | 9-12 |
| Reacts to nonverbal cues and directions |  | 3-6 | 7-12 |
| Identifies a sequence of ideas and selects those that are most important | 3-4 | 5-8 | 9-12 |
| Relates, compares, and evaluates information gained through listening and observing with that gained from other sources of information | 3-4 | 5-9 | 10-12 |
| Adjusts to the speaker's voice and delivery and to the physical conditions of the situation | 3-4 | 5-9 | 10-12 |
| Reserves judgment until the speaker's entire presentation has been made | 5-6 | 7-9 | 10-12 |
| Analyses video and audio presentations; e.g., TV, films, pictures, models, exhibits, and other graphic materials concerned with social studies topics | 5-6 | 7-9 | 10-12 |
| Takes notes while continuing to listen and observe | 7-8 | 9-10 | 11-12 |

| | Introduce | Develop Systematically | Maintain and Extend |
|---|---|---|---|
| 6. Interpreting maps and globes | | | |
| Learns about the earth--size, shape, and motion | | | |
| Exhibits an understanding that the globe is a small model of the earth | K-2 | 3-4 | 5-6 |
| Exhibits an understanding that the earth is made up of land and water and is surrounded by air | K-2 | 3-4 | 5-6 |
| Exhibits an understanding that globes and wall maps are symbols for all or parts of the earth | 1-2 | 3-4 | 5-6 |
| Demonstrates with a globe that the earth rotates from west to east | 2-3 | 4-5 | 6-7 |
| Demonstrates with a globe the relationship between the earth's rotation and day and night | 2-3 | 4-5 | 6-7 |
| Uses the globe frequently to develop correct map concepts of shape, area, distance, and location | 3-4 | 5-6 | 7-8 |
| Exhibits an understanding that portraying the earth's surface on a flat map involves distortion of land and water areas | 3-4 | 5-6 | 7-8 |
| Uses a globe to demonstrate the inclination of the earth's axis and its effect upon light, dark, and seasonal change | 3-4 | 5-6 | 7-8 |
| Demonstrate an understanding of the concepts of the earth's rotation on its axis and the earth's revolution around the sun | 3-4 | 5-6 | 7-8 |
| Compares various map projections with globes to note distortions of each | 4-5 | 6-7 | 8-9 |

|  | Intro-duce | Develop System-atically | Maintain and Extend |
|---|---|---|---|
| Explains some ways that the earth's motions influence plant and animal life | 5-6 | 7-8 | 9-12 |
| Identifies some of the ways in which the shape of the earth affects the distribution of sunlight, vegetation, circulation of air, and climatic conditions | 5-6 | 7-8 | 9-12 |

Notes directions and orients the map

|  | Intro-duce | Develop System-atically | Maintain and Extend |
|---|---|---|---|
| Uses relative terms of location and direction such as near, far, above, below, left, right | K-1 | 2-3 | 4-6 |
| Uses terms up and down as direction away from and toward the center of the earth | K-1 | 2-3 | 4-6 |
| Uses cardinal directions | L-1 | 2-4 | 5-6 |
| Demonstrates with a globe that the North Pole is the point farthest north on the earth and that the South Pole is the point farthest south | K-1 | 2-4 | 5-6 |
| Demonstrates that the cardinal directions are determined by the poles and that north is toward the North pole on any map projection | 3-4 | 5-6 | 7-8 |
| Uses intermediate directions: northeast, northwest, southeast, southwest | 3-4 | 5-6 | 7-8 |
| Shows on a globe that the earth is divided into the northern and southern hemispheres by the equator | 3-4 | 5-6 | 7-8 |
| Demonstrates the function of a magnetic compass and the purpose of a map compass as direction finders | 3-4 | 5-7 | 8-9 |

37

|                                                                                                                            | Intro-<br>duce | Develop<br>System-<br>atically | Maintain<br>and<br>Extend |
|----------------------------------------------------------------------------------------------------------------------------|----------------|--------------------------------|---------------------------|
| Explains how imaginary east-<br>west and north-south lines form<br>a grid on globes and maps                               | 3-4            | 5-7                            | 8-9                       |
| Orients desk outline, textbook,<br>and atlas maps of different<br>projections                                              | 3-4            | 5-7                            | 8-12                      |
| Describes the meaning and use<br>of parallels and meridians                                                                | 4-5            | 6-8                            | 9-12                      |
| Shows on a globe that the earth<br>is divided into the eastern and<br>western hemispheres by the prime<br>meridian and the 180th meridian | 4-5            | 6-8                            | 9-12                      |
| Explains the concept of the great<br>circles as being any circle that<br>divides the earth into hemi-<br>spheres; compares distances of<br>great circle routes (air routes)<br>with other routes | 5-6            | 7-8                            | 9-12                      |
| Explains the relationship be-<br>tween meridians and time                                                                  | 5-6            | 7-8                            | 9-12                      |
| Locates places on maps and globe                                                                                           |                |                                |                           |
| Uses a globe to point out<br>approximate locations of places<br>discussed                                                  | K-1            | 2-3                            | 4-6                       |
| Observes locations, sizes, and<br>shapes of land and water areas<br>on a globe and on a variety of<br>maps--physical-political, chalk-<br>board, weather | K-1            | 2-3                            | 4-6                       |
| Locates city, state, and country<br>on a map or globe                                                                      | 1-2            | 3-4                            | 5-6                       |
| Locates places of vital current<br>interest in the community, state,<br>nation, and world on maps and<br>globes            | 1-3            | 4-6                            | 7-12                      |
| Interprets abbreviations commonly<br>found on maps                                                                         | 4-5            | 6-8                            | 9-12                      |

|  | Intro-duce | Develop System-atically | Maintain and Extend |
|---|---|---|---|
| Uses map vocabulary and key accurately | 4-5 | 6-8 | 9-12 |
| Identifies specific landmarks, such as an unusual coastline, and uses the information to locate places on a map or globe | 4-5 | 6-8 | 9-12 |
| Explains the meaning of the low, middle, and high latitudes | 5-6 | 7-8 | 9-12 |
| Identifies the purpose and uses of a grid system in locating places on a map | 5-6 | 7-8 | 9-12 |
| Locates and uses the International Date Line to interpret time zones | 7-8 | 9-10 | 11-12 |
| Uses scale and computes distances | | | |
| Uses small objects to represent large ones | K-1 | 2-3 | 4-5 |
| Makes simple large scale maps of a familiar area, such as classroom or neighborhood | K-1 | 2-3 | 4-5 |
| Distinguishes relative sizes and distances in describing or representing things in the environment | 1-2 | 3-4 | 5-6 |
| Recognizes that small things on a map represent large things on earth | 1-2 | 3-4 | 5-6 |
| Makes maps according to a pre-determined scale | 3-4 | 5-8 | 9-12 |
| Determines distance on a map by using the scale of miles | 4-5 | 6-8 | 9-12 |
| Compares maps of different areas to note that a smaller scale must be used to map larger areas | 4-5 | 6-8 | 9-12 |
| Uses with understanding maps of identical areas drawn to different scales | 4-5 | 6-8 | 9-12 |

|  | Intro-duce | Develop System-atically | Maintain and Extend |
|---|---|---|---|
| Estimates distances on a globe, using latitude; estimates air distances by using a tape or string to measure great circle routes | 5-6. | 7-9 | 10-12 |
| Understands and uses various mileage scales--scales expressed graphically, in words, or as a representative fraction | 5-6 | 7-9 | 10-12 |
| Develops the habit of checking the scale on all maps used | 5-6 | 7-9 | 10-12 |

Interprets map symbols

|  | Intro-duce | Develop System-atically | Maintain and Extend |
|---|---|---|---|
| Demonstrates an understanding that real objects can be represented by pictures or symbols on a map | 1-2 | 3-4 | 5-6 |
| Makes use of pictorial, semi-pictorial, and non-pictorial symbols on maps as needed | 1-2 | 3-6 | 7-12 |
| Uses legends on different kinds of maps | 3-4 | 5-8 | 9-12 |
| Identifies the symbols used for water features to learn the source, mouth, direction of flow of rivers; ocean currents and depths | 4-5 | 6-9 | 10-12 |
| Studies color contour and visual relief maps and visualizes the nature of the areas shown | 5-6 | 7-9 | 10-12 |
| Interprets the elevation of the land from the flow of rivers | 5-6 | 7-9 | 10-12 |
| Uses maps of outer space | 5-6 | 7-9 | 10-12 |

Compares maps and draws inferences

|  | Intro-duce | Develop System-atically | Maintain and Extend |
|---|---|---|---|
| Makes and uses picture maps of familiar areas of the school and community | 1-2 | 3-4 | |

| | Introduce | Develop Systematically | Maintain and Extend |
|---|---|---|---|
| Compares photographs of community features with pictorial and large scale maps of the same area | 1-2 | 3-4 | |
| Increases and uses geography vocabulary to meet requirements of a widening study of the world | 3-4 | 5-7 | 8-12 |
| Infers man's activities or way of living from physical detail and from latitude | 4-5 | 6-8 | 10-12 |
| Recognizes differences in maps providing particular information, and uses various kinds of maps for different purposes; e.g., topography, weather, political | 4-5 | 6-8 | 9-12 |
| Compares two or more maps to obtain information about an area | 4-5 | 6-8 | 9-12 |
| Notes relationships suggested by data shown on maps and identifies the factors which determine the location of cities | 4-5 | 6-8 | 9-12 |
| Explains the relationship between climate and other factors such as elevation, ocean currents, or location in reference to the equator | 4-5 | 6-8 | 9-12 |
| Uses maps and the globe to explain the geographic setting of historical and current events | 5-6 | 7-9 | 10-12 |
| Uses a variety of maps to discover the relationship between physical features, man's use of the land, and population distributions; generalizes from the information | 6-7 | 8-9 | 10-12 |
| Translates information derived from maps and globes into graphs | 6-7 | 8-9 | 10-12 |
| Compares and combines data drawn from a number of specialized maps with data from reading, films, or other sources of information | 6-7 | 8-9 | 10-12 |
| Uses all parts of a world atlas | 6-7 | 8-9 | 10-12 |

41

## PROCESSING KNOWLEDGE

|  | Intro-duce | Develop System-atically | Maintain and Extend |
|---|---|---|---|
| **1. Analyzing and evaluating information** | | | |
| Evaluates information in terms of the purposes for which it is needed | 1-3 | 4-6 | 7-12 |
| Separates relevant from irrelevant information | 1-3 | 4-6 | 7-12 |
| Recognizes agreement and contradiction | 3-4 | 5-8 | 9-12 |
| Examines reasons for contradictions or seeming contradictions in evidence | 4-5 | 6-9 | 10-12 |
| Distinguishes between primary and secondary sources | 4-6 | 7-9 | 10-12 |
| Distinguishes implied and stated ideas, warranted and unwarranted assertions | 4-6 | 7-9 | 10-12 |
| Recognizes techniques used in persuasive materials such as advertising and propaganda | 4-6 | 7-9 | 10-12 |
| Evaluates qualifications, competence, objectivity of author or speaker | 6-8 | 9-10 | 11-12 |
| Reconstructs a situation to analyze and evaluate data | 6-8 | 9-10 | 11-12 |
| Determines the validity of differing sources of information | 6-8 | 9-10 | 11-12 |
| **2. Organizing information** | | | |
| Arranges events, facts, and ideas in a logical order | 1-2 | 3-7 | 8-12 |
| Defines and classifies terms, facts, ideas, concepts | 1-3 | 4-6 | 7-12 |
| Summarizes information in oral or written form | | | |
| Uses written notes to organize information selected | 4-6 | 7-9 | 10-12 |

42

|  |  | Intro-<br>duce | Develop<br>System-<br>atically | Maintain<br>and<br>Extend |
|---|---|---|---|---|
| Selects main ideas and supporting<br>details |  | 4-6 | 7-9 | 10-12 |
| Outlines information |  | 4-6 | 7-9 | 10-12 |

3. Communicating effectively

Participates in discussions

|  | Intro-<br>duce | Develop<br>System-<br>atically | Maintain<br>and<br>Extend |
|---|---|---|---|
| States ideas clearly and<br>accurately | K-3 | 4-9 | 10-12 |
| Listens thoughtfully to the ideas<br>of others | K-3 | 4-9 | 10-12 |
| Asks pertinent questions | K-3 | 4-9 | 10-12 |
| Answers questions courteously | K-3 | 4-9 | 10-12 |
| Asks appropriately for clari-<br>fication of meanings | K-3 | 4-9 | 10-12 |
| Avoids repeating points already<br>made | K-3 | 4-9 | 10-12 |
| Differs courteously with views of<br>others; when necessary, gives<br>evidence from authorities in<br>support of own view | 3-4 | 5-9 | 10-12 |
| Times own contribution so that it<br>relates to what has preceded and<br>carries the discussion forward | 3-4 | 5-9 | 10-12 |
| Serves successfully as a<br>discussion leader | 4-6 | 7-9 | 10-12 |

| Participates in panel discussions | 6-7 | 8-9 | 10-12 |
|---|---|---|---|

Prepares and presents oral reports

|  | Intro-<br>duce | Develop<br>System-<br>atically | Maintain<br>and<br>Extend |
|---|---|---|---|
| Selects topic which is reasonably<br>delimited | 4-6 | 7-9 | 10-12 |
| Collects, selects, and organizes<br>information from reliable and<br>varied sources | 4-6 | 7-9 | 10-12 |

43        48

|  | Intro-duce | Develop System-atically | Maintain and Extend |
|---|---|---|---|
| Uses notes in presenting report, giving credit when material is quoted | 4-6 | 7-9 | 10-12 |
| Uses visual aids when appropriate | 4-6 | 7-9 | 10-12 |
| Uses effective speech and language when presenting report | 4-6 | 7-9 | 10-12 |

Prepares written reports

| | | | |
|---|---|---|---|
| Dictates ideas and summaries to be recorded by teacher | 1-3 | 4-6 | 9-12 |
| Writes independently, avoiding copying from references | 4-6 | 7-10 | 11-12 |
| Makes adequate preparation for written reports; e.g., rough notes based on observations and reading, a simple plan for the writing | 4-6 | 7-10 | 11-12 |
| Proofreads and revises report | 4-6 | 7-10 | 11-12 |
| Gives credit for quoted material | 6-8 | 9-10 | 11-12 |
| Includes bibliography to show source of information | 6-8 | 9-10 | 11-12 |
| Includes footnotes when necessary | 7-8 | 9-10 | 11-12 |
| Improves preparation and writing of reports; e.g., uses greater variety of references, better paragraph construction, more precise use of words, greater range of social studies ideas | 7-8 | 9-10 | 11-12 |

4. Understanding time and chronology

Develops an understanding of the time system and the calendar

| | | | |
|---|---|---|---|
| Relates dates to personal experiences | K-1 | 2-6 | --- |
| Uses names of days of the week in sequence | 1-2 | 3-5 | --- |

**49** 44

|                                                                 | Intro-duce | Develop System-atically | Maintain and Extend |
|-----------------------------------------------------------------|------------|-------------------------|---------------------|
| Tells time of regular activities                                | 1-3        | 4-6                     | ---                 |
| Uses names of the months in sequence                            | 1-3        | 4-6                     | ---                 |
| Finds specific dates on the calendar                            | 1-3        | 4-6                     | ---                 |
| Shows an understanding of the system of time zones as related to the rotation of the earth | 4-5 | 6-8 | 9-12 |
| Computes time problems in international travel                   | 7-8        | 9-10                    | 11-12               |
| Shows an understanding of the Christian system of chronology-- B. C. and A. D. | 4-5 | 6-8 | 9-12 |
| Uses such definite time concepts as second, minute, yesterday, decade, century, generation | 4-6 | 7-8 | 9-12 |
| Uses such indefinite time concepts as long ago, before, after, recently, past, era, preindustrial, post-revolutionary | 4-6 | 7-8 | 9-12 |
| Exhibits an understanding of pre-historic and geological time   | 7-8        | 9-10                    | 11-12               |
| Exhibits an understanding of events as part of a chronological sequence of events and an understanding of the differences in duration of various periods of time | | | |
| Recognizes sequence and chronology in personal experiences; e. g., school day, weekly schedule | K-1 | 2-6 | --- |
| Distinguishes between past experiences and events yet to come   | K-1        | 2-6                     | ---                 |
| Computes the length of time between two given dates             | 4-5        | 6-8                     | 9-12                |

45

|                                                                                       | Intro-duce | Develop System-atically | Maintain and Extend |
|---------------------------------------------------------------------------------------|------------|-------------------------|---------------------|
| Makes simple time lines                                                               | 4-5        | 6-8                     | 9-12                |
| Uses a few cluster date-events to establish time relationships among historic events  | 5-6        | 7-8                     | 9-12                |
| Relates the past to the present in the study of change and continuity in human affairs | 5-6        | 7-8                     | 9-12                |
| Shows an understanding of differences in duration of various historical periods        | 7-8        | 9-10                    | 11-12               |
| Formulates generalizations and conclusions about time in studying the development of human affairs | 7-8        | 9-10                    | 11-12               |

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What approaches are open to teachers?   What methods are most effective?
How can media give dimension to method?

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Subject matter may be organized and presented in a variety of ways.  Be-
cause no single way of organizing material seems to be inherently supe-
rior to any other, the teacher, as the most important developer of cur-
riculum, is confronted with the difficult task of selecting and applying
instructional methods that best accomplish the general and specific ob-
jectives of the social studies.

The selection of a method is only one step in planning for meaningful
instruction.  The teacher must also select for use those tools that can
give dimension to methodology.  It is becoming increasingly apparent that
concepts and ideas are more easily and firmly grasped when presented in a
variety of ways.  The use of slides produced by a visual-maker to supple-
ment exposition, the showing of an open-ended film to stimulate inquiry,
or the use of filmmaking to encourage creativity and discovery are but a
few of the many ways that instruction can be made infinitely more effec-
tive and exciting.  The increased availability of audio-visual materials
and a growing variety of inquiry-oriented publications offer the teacher
innumerable ways of enriching instruction through the integration of
media with method.

## What approaches are open to teachers?

The classroom teacher is concerned with, and influenced by, the problems
of class size and scheduling, limitations of the teaching station, group-
ing, and the quantity and quality of materials of instruction that are
available when needed.  In light of these concerns, teaching methods are
often selected from one of the following categories:

     -Group Centered Activities
     -Learner Centered Activities
     -Teacher Centered Activities

1.  Group Centered Activities

Meeting in groups is a natural and common way to exchange ideas or to
attempt to solve problems.  In the teaching-learning situation, there are
impressive values to be gained from well-planned and organized group ex-
periences.

Group procedures include those activities that involve interaction among
learners in cooperative enterprises.  Such experiences might encompass
the total class as a group, but more often involve individuals in smaller

groups. Productive group work needs careful planning by student or teacher. Some of the benefits are as follows:

-Quality of individual work is frequently improved by cooperative enterprise.

-Leadership is learned through working with others in the attainment of worthwhile group goals.

-Group learning, which involves a pooling of knowledge and experience, is often more lasting than individual learning.

-The recognition given an individual by peers in a group activity is frequently more meaningful than that afforded by the teacher alone.

-The student is more likely to accept ideas formulated by joint decision than those given by one in a position of authority.

-Group activity provides a democratic setting for solving problems and fostering wholesome human relations.

In order for group activity to be effective, the purpose must be established jointly by both students and teacher. An opportunity should be provided for each member to make some meaningful contribution to the group in keeping with his abilities. The group must be given ample responsibility and allowed considerable freedom to operate without undue external pressure. Through well developed group experiences, the student can be afforded opportunities to learn not only subject matter, but also the necessary skills of social interaction. The specific methods that follow should be valuable in helping meet these and other instructional objectives.

| | |
|---|---|
| -Buzz session and brainstorming | -Play |
| -Case study | -Problem solving |
| -Committee work | -Role playing |
| -Debate | -Seminar |
| -Discussion | -Simulation |
| -Panel discussion | -Skit or playlet |
| | -Socio-drama |

2. Student Centered Activities

Student activity and involvement do not necessarily produce optimum learning. Active participation by the learner, however, does contribute in many instances to educational achievement. Many objectives can best be met through the methods of teaching which recognize and intimately involve the student. Student-oriented methods

-help students and teacher to understand each other better

-provide alignment of assignments and classwork with student goals and purposes

-foster better adaptation to individual differences

-develop greater student involvement in curricular determination

-open the way for more opportunity for cooperative student work.

Student centered activities include the following:

| | |
|---|---|
| -Creative writing | -Project |
| -Laboratory experimentation | -Reading assignment |
| -Oral report | -Self test |
| -Pantomime | -Story telling |
| | -Survey |

3. Teacher Centered Activities

Effective teaching is the culmination of a series of preparatory activities which set the stage for learning. Even with extensive pre-planning, however, unexpected situations frequently occur in the classroom that demand teacher judgment and skill. In all instances the teacher has a fundamental role as the director of learning activities. Some procedures of instruction place a greater emphasis upon the teacher as the dominant factor. Some of the advantages of these procedures are as follows:

-The gathering of facts is economical in respect to time and materials.

-The thinking of students is channeled in a given direction.

-The instructor can correct misunderstandings or baffling situations almost immediately.

Teacher centered activities include the following:

| | |
|---|---|
| -Demonstration | -Lecture-discussion |
| -Field trip | -Guest speaker |
| -Drill | -Question-answer |
| -Lecture | -Review |
| | -Test |

49

Several cautions about these three groupings are needed. <u>First</u>, the groupings should not be interpreted as being absolutes. On the contrary, some methods may be appropriate to more than one category. <u>Second</u>, the teacher should not lose sight of the fact that all methods fall within a continuum that runs from exposition on one end through inquiry to "pure" discovery on the other end of the continuum. Consequently, the choice of a method should be made on the basis of its position in the continuum and in light of the experiences that the teacher wants the student to have. <u>Third</u>, and finally, a method is no more than a framework that sets a condition or predisposition for learning. How the teacher implements the selected method with appropriate instructional tools and procedures will go a long way in determining its ultimate success.

## <u>What</u> <u>methods</u> <u>are</u> <u>most</u> <u>effective</u>?

It is hoped that the teacher will select the method most appropriate for a particular situation, insure its compliance with established objectives, and apply proper evaluating devices for appraising the results. With adaptation and application to individual circumstances, the teacher should find the following to be of valuable assistance.

1. Group Centered Methods

    <u>Buzz</u> <u>sessions</u> <u>and</u> <u>brainstorming</u> are designed to divide a large class into smaller groups. Both methods involve an open-ended discussion on a particular topic by identifying all possible aspects related to it.

| Advantages | Limitations |
|---|---|
| Can be used to deal effectively with difficult questions, problems, or controversial issues. | Subject matter may be superfluous. |
| Help to solve general class or school problems. | Little evaluative and constructive criticism of individual ideas takes place during the discussion. |
| Help to determine tenor of student concerns on issues vital to them. | Requires a wise selection of topics. |
| | Demands skill in group control since the enthusiasm of individual members could cause the group to get out of hand. |

Case study entails the use of detailed research of individual situations as a basis for instruction and the development of principles of action.

| Advantages | Limitations |
|---|---|
| Includes many of the essentials of problem-solving. | Requires a large amount of teacher effort and planning. |
| May be used to handle value judgments. | Requires teacher imagination and questioning skill. |
| Produces a thorough investigation of a "case" in order to supply background, circumstances, and relationships. | Requires skill in group control. |

Committee work involves active participation of individual class members in small group activity. The group usually consists of from four to twelve members and frequently explores phases of a particular problem or topic. It is usually an on-going type of experience which may culminate in reports or projects after a designated period of time. Committee work requires the selection of a chairman and a recorder, discussion of an overall plan, identification of specific tasks, and time for discussion.

| Advantages | Limitations |
|---|---|
| Fosters growth in leadership and provides opportunities to work as a contributing member of a group. | Some students do not readily respond to this type of group action. |
| Can be effectively utilized at all grade levels. | Committee leadership and direction is important in order to avoid delegation of work to only a few students. |
| Encourages creative investigation, critical thinking, and independent observation. | Hostilities may develop between individuals, or cliques may form which impede cooperative action. |
| Provides citizenship experience. | There can be unnecessary domination by one or several members of a committee to the exclusion of others. |

A debate consists of a clear-cut pro and con discussion of a question or issue. It is conducted according to a definite set of rules which must be followed closely by the participants. It pairs several speakers on each side who have a definite responsibility to

51

perform in support of a given proposition. The debate requires careful research on the part of the participants as well as attention to rules.

| Advantages | Limitations |
|---|---|
| Provides a valuable learning experience for the audience as well as those participating in the debate. | Is more highly structured than other group work, and demands much preparation time and skill. |
| Enhances the growth of communicative skills. | Actual work is done by only a few members of the class. |
| Contributes to the development of reflective thinking and logical reasoning. | Requires a wise selection of a topic and close supervision by the teacher. |
| Capitalizes on the natural interest possessed by students in dealing with concerns. | |

Discussion involves verbal interaction between a number of individuals who perceive one another as participants in a common activity. It is a socializing procedure designed to utilize cooperative oral participation toward the resolution of a particular problem or question. A discussion may proceed with or without active leader direction although it usually requires some degree of moderation to guide group thinking effectively.

| Advantages | Limitations |
|---|---|
| Gives all individuals an opportunity to participate if led skillfully. | Some students do not articulate well, and will not respond actively to this activity. |
| Provides a democratic setting for a give-and-take learning situation. | The enthusiasm of some individuals could cause the discussion to get out of hand or to be monopolized by a few. |
| Helps students to grow in articulation and reasoning, and develops an appreciation for the thoughts and points of view of others. | The leader must be careful to encourage more participants and to exercise certain control measures when necessary. |

The panel discussion is a controversial exchange of ideas by selected participants on a topic, problem, question, or issue. It is a relatively informal process which brings together individuals who possess differing points of view on a topic of mutual interest, providing ample latitude for exploration and discussion. The following procedures offer variations to panel discussions.

-Colloquium - the colloquium consists of two panels, one made
up of resource personnel, and the other of selected students.
It requires the use of a moderator to guide the discussion and
direct relevant questions.

-Forum - a forum consists of two or more presentations to a
group on the same subject or topic with audience participation.

-Symposium - the symposium ordinarily consists of two or more
relatively brief presentations to a group which deals with
different specific phases of the same general subject. Some
audience participation in the form of questions or discussion
usually follow each presentation.

| Advantages | Limitations |
|---|---|
| Contributes to development of logical reasoning and respect for the opinions of others. | Requires considerable research which is done by only a few class members. |
| Stimulates interest in relevant problems and provides valuable carry-over benefits for both listeners and panel members. | Demands teacher preparation and time. |
| | Requires skill in planning and group control. |
| Places the group on an equal status with the "experts." | Audience participation may be smothered by the "experts." |
| Often used in place of lecture | |

A play is usually defined as a carefully rehearsed dramatization
that involves a predetermined script, costumed performers, and
rather elaborate scenery. Play scripts are available in printed
form from a number of sources, or may be developed as a class
project.

| Advantages | Limitations |
|---|---|
| Dramatization as an educational procedure is valuable for conveying information, developing understandings, and communicating key ideas. | Care must be taken that the talent of each student is developed. |
| | Cost may be prohibitive. |
| Can involve every class member in some capacity. | Is very time consuming, so that use of time must be weighed for educational value. |
| | Elaborate costuming and scenery may not be justifiable. |

Problem-solving is a complex integration of many kinds of re-
sponses that vary from one situation to another and take many differ-
ent forms.  It is a process that seeks new ways, modifications, and
patterns of behavior in attaining a goal.  It involves the presen-
tation and analysis of a real or hypothetical problem to arouse curi-
osity, interest, and student activity which culminates in a scien-
tifically determined conclusion or solution.  A number of basic pro-
cedures govern its operation.  They are

-Initiation
-Selection of problem
-Definition
-Collection of data
-Interpretation of data
-Conclusions
-Application
-Evaluation

| Advantages | Limitations |
|---|---|
| Contributes to the development of reflective thinking, creativity, critical appraisal, and analysis. | Demands a great deal of teacher effort, preparation, time, and imagination. |
| Capitalizes on the students natural interest and curiosity | Demands skill in group control. |
| Provides carry-over for future needs and application. | Requires wise and timely selection of a topic. |
| | Can be confusing and frustrating for the student. |
| | The problem must be carefully defined and understood. |

Role playing is the spontaneous acting out of a situation, a form of
improvisation in which the participants assume the identity of
other persons and then react as they perceive their behavior in a
particular set of circumstances.

| Advantages | Limitations |
|---|---|
| Provides insight into common individual and group problems. | Students may be unable to identify realistically with the character they must portray. |
| Encourages student creativity and self-confidence. | |
| Requires little special preparation. | An overemphasis might be placed on the actual performance to the neglect of the underlying purpose. |

54 59

| | |
|---|---|
| Utilizes the dramatic instinct which most students possess in some measure. | Misguided humor or mockery could disrupt the experience. |

May reveal student feelings and attitudes about adults.

A seminar involves a group of students doing original research and meeting together to exchange the results of their findings through reports and discussions.

| Advantages | Limitations |
|---|---|
| Allows student to pursue individual research. | Requires the wise and timely selection of a topic. |
| Affords the student an opportunity to express himself orally and in writing on his proficiency with the subject matter. | Demands a great deal of teacher time and preparation. |
| Allows the student to develop historical discrimination and critical appraisal and analysis. | |

Simulations or academic games provide student with the opportunity to simulate real life situations in a controlled environment. Games possess some structure by virtue of a set of rules or procedures to be followed.

| Advantages | Limitations |
|---|---|
| Simulations incorporate and utilize the advantages of role playing and problem solving. | They require varying degrees of skill, concentration, depending upon their organization and execution. |
| They are highly motivational. | |
| Students are placed in competition with each other. | A great degree of time may be needed to set up play. |
| Learning and value formation are reinforced through the process of trial and error. | Motivational levels decline proportionately with the increased misfortune of the player. |
| | Simulations have limited educational value unless they are properly critiqued. |

55

A skit or playlet is a relatively brief dramatic presentation by a group. It is frequently designed to provide a learning opportunity through a planned and rehearsed story. It can be used to dramatize contemporary affairs, history, or human relations.

| Advantages | Limitations |
|---|---|
| Requires cooperative effort. | Preparation period may be chaotic. |
| Develops creativity. | |
| Can be entertaining and a valuable learning experience. | Some students will not relate well to this type of activity and tend to allow others to do most of the work. |
| | Audience courtesy is an important factor. |

A socio-drama is an unrehearsed and spontaneous dramatization dealing with some problem or issue of social significance.

| Advantages | Limitations |
|---|---|
| Reveals differing attitudes of students. | The talented and gregarious personality has a tendency to monopolize the activity. |
| Is a learning experience for both participants and audience. | Requires careful guidance and orientation to the subject in order to keep the particular problem in view. |
| Requires little preparation. | |
| Provides for the survey of a problem in an interesting and spontaneous manner with group cooperation. | Care must be taken that roles and their implications are identified. |

2. Student Centered Methods

In creative writing the student expresses thoughts and ideas through imaginative forms such as stories, verse, and drama.

| Advantages | Limitations |
|---|---|
| Language skills can be practiced and maintained. | Analysis of the writing can be time-consuming. |

56

| This is an acceptable means of individual expression. | Grammatical aspects may be considered of more importance than the central idea. |
| Students at various levels of achievement can participate at their own level. | Some students experience difficulty in expressing their thoughts in this manner. |

Laboratory experimentation is based upon the use of a classroom collection of books, pamphlets, magazines, reference works, visual aids, maps, charts, construction materials, and other equipment which turns the traditional classroom into a laboratory for individual and group study.  The term laboratory implies the use of scientific method in the study of social problems.

| Advantages | Limitations |
|---|---|
| Develops good research habits. | Amassing the materials of learning is costly. |
| Develops scientific attitude towards the solving of social problems. | Accounting for materials is time-consuming. |
| Creates an atmosphere in the classroom conducive to learning due to availability and access to materials of learning. | |
| Develops student independence. | |

The oral report is presented to the class after research on a specific problem has been made.

| Advantages | Limitations |
|---|---|
| Can be assigned easily. | If the student selected is not carefully chosen, the report may be of no value. |
| Can be presented at an appropriate time during the study of a problem | |
| Charts and graphs can be used effectively in many instances to supplement the report. | |
| Students who are particularly interested in the problem being studied are given an opportunity to enrich the program. | |

57

Pantomime is a dramatic technique in which gestures, expression, and movements are the sole means of communication. In some instances a narrator might be used.

Advantages

Contributes to self expression in a nonverbal way.

Provides opportunity for creativity.

Limitations

This is a difficult form of communication, so student selection is of prime importance.

Information which could be presented in this manner is limited.

A project may be either an individual or class planned undertaking designed to compile information, collect objects, construct materials, or create something.

Advantages

Gives students a chance to work as individuals or as members of a team in the gathering of learning materials.

Gives students an opportunity to relate a given hobby to social studies.

Gives students an opportunity to display their projects in a show case and thus share their learning with many other students.

Motivates students to do research work.

Develops student independence.

Causes students to budget their time because of long range nature of the work.

Limitations

Availability of area to exhibit projects is often limited.

Parents sometimes dominate the making of the project.

Poor students are often unable to afford materials.

Teachers may place too much emphasis on artistic value rather than the learning value.

In a reading assignment, students are asked to read a selection with stated objectives and purposes in mind. Textbooks and/or supplementary materials can be used.

Advantages

All students have common sources of reference for further discussion.

Limitations

In most groups there is a wide range of reading levels, so finding reading materials suitable for all might present a problem.

58

63

It lends itself to large or small group organization and instruction.

Children can be easily supervised.

Unless the student clearly understands the reason for reading the selection, the activity might be considered purposeless.

A self-test can be student or teacher constructed. It is a means by which skills, knowledge, and attitudes can be measured.

| Advantages | Limitations |
|---|---|
| A student can compete against his own previous score, as in a pre-unit and post-unit measurement. | Some question the validity of this type of test as a basis for grades. |
| Some self-tests have national norms. | Test-conscious students may not be motivated by a test of this type. |

Story telling is the narration to a class of incidents or events which may be true or fiction. They may be read, told, or presented through various forms of expression.

| Advantages | Limitations |
|---|---|
| As with creative writing, story telling provides a student with the opportunity to be imaginative. | The selection of the storyteller is of prime importance. Unless the story is told effectively, discipline problems may arise. |
| The teacher is given the opportunity to stress good listening skills. | |

Survey involves gathering of information for the purpose of analyzing a particular social problem.

| Advantages | Limitations |
|---|---|
| Gives students an opportunity to gather first-hand information. | Purpose of survey should be developed before conducting it. |
| Gives students an opportunity to interpret first-hand information. | Poor questions incorporated in survey questionnaire can be a problem. |
| Provides an unlimited number of tapes for survey. | |
| Gives students an opportunity to employ various techniques for the collection of information. | |

**64**

3. Teacher Centered Methods

The demonstration is a process of graphic explanation of a selected idea, fact, value relationship, or phenomenon.

| Advantages | Limitations |
|---|---|
| Provides a visual experience which is usually increased in value by a verbal explanation. | Must have all needed materials. |
|  | Possibility of failure always exists, especially if not tried in advance. |
| Centers attention upon processes, relationships, and reactions which result from a skilled manipulation of objects, machines, or appliances. | Objectives of demonstration are often not clear to the student. |
| Takes advantage of the fact that a greater degree of understanding is often achieved by the use of a visual explanation. |  |
| Student interest in the development is usually keen. |  |

A drill is a systematic and repetitive practice of certain fundamental skills or theories--the constant repetition of already learned facts.

| Advantages | Limitations |
|---|---|
| Provides practice in basic skills. | Tendency to use the same approach repeatedly. |
| Strengthens grasp of previously acquired information. | Overemphasis may lead to disinterest. |
| Restates, and often further clarifies, an idea or issue. | Ability to repeat information may be confused with understanding. |
| Helps develop ability to systematically recall information. |  |

The field trip is an excursion outside of the classroom using commu-
nity or other outside resources as a means of clarifying or enhancing
class study.

<table>
<tr><th>Advantages</th><th>Limitations</th></tr>
<tr><td>Provides a different level of contact between teacher and students leading to an en-hanced and broadened relation-ship.</td><td>Must be constantly evaluated with regard to need for the trip, purpose of the trip, and possibility of achieving the stated goals.</td></tr>
<tr><td>Improves and clarifies objec-tives, understanding, and school-community relationships.</td><td>Careful attention should be given to planning and prepa-ration.</td></tr>
<tr><td>Affords an opportunity for ex-ploration, investigation, and discovery in real life situa-tions which help amplify and extend theoretical study.</td><td>The cost and the ability of the student to pay that cost must be considered.</td></tr>
<tr><td></td><td>Unforeseen emergencies, dis-tractions, and other possible problems may arise and should be anticipated and controlled as far as possible.</td></tr>
</table>

The use of guest speakers provides for the utilization of the
knowledge of outside experts in a given field or the bringing into
the classroom of an outside authority to present his position on a
particular subject and to answer questions from the class.

<table>
<tr><th>Advantages</th><th>Limitations</th></tr>
<tr><td>Allows students the opportunity to gain information from outside sources of authority.</td><td>Guest speaker should be well qualified to answer questions.</td></tr>
<tr><td>Broadens students' horizons and perspectives.</td><td>Speaker should be able to speak to a group and hold student attention.</td></tr>
<tr><td>Allows the development of a closer working relationship and a better understanding between the school and the community.</td><td>Arrangements need to be made well in advance.</td></tr>
<tr><td></td><td>Topic needs to be clearly understood by both parties.</td></tr>
<tr><td></td><td>Time for questions should be provided.</td></tr>
<tr><td></td><td>Teacher may need to aid dis-cussion.</td></tr>
<tr><td></td><td>Adequate preparation of students is needed.</td></tr>
</table>

66

The lecture is a formalized presentation of information by the teacher through oral exposition.

| Advantages | Limitations |
|---|---|
| Imparts facts and ideas directly to the students. | Frequent use creates student disinterest. |
| Can introduce new materials or concepts. | Causes student to become a passive receiver. |
| Stimulates student activity. | Decreases the student's use of the developmental process of thinking. |
| Creates interest in a particular topic. | |
| Controls the means of introducing material and developing concepts. | |

Lecture-discussion is a formalized presentation of information by the teacher followed by a student discussion of the subject.

| Advantages | Limitations |
|---|---|
| Provides for a two-way communication between students and teacher. | Sufficient time following lecture should be provided for discussion. |
| Provides opportunity to clarify any information presented in the lecture. | Teacher needs to control and direct the discussion. |
| | Students have often forgotten material from beginning of lecture. |

The question-answer method uses a discussion period in which questions are raised concerning material being studied, and possible answers are suggested and discussed.

| Advantages | Limitations |
|---|---|
| Assesses the combined knowledge of the group. | Teacher should have key questions in mind. |
| Facilitates clarity of understanding. | Teacher needs to direct the discussion. |
| Allows for direct exchange of ideas. | Questions should be relevant. |

A review implies the examination or re-evaluation of material previously presented, studied, and discussed.

| Advantages | Limitations |
|---|---|
| Offers opportunity for overview of a large body of material in an attempt to unify ideas and concepts and form final generalizations. | Should employ a variety of teaching techniques. |
| | Should not include the presentation of new materials. |
| Offers opportunity to stress most important parts of the information. | Should cover primarily the broad overall aspects of the information covered. |
| Facilitates clarity of understanding. | |

A test is a device or procedure used to measure ability, achievement, attitudes, interest, or understanding.

| Advantages | Limitations |
|---|---|
| Helpful to teacher in evaluation of effectiveness of teaching methods, student understanding of material presented, or interest in material. | Should not be used as sole means of evaluation. Should adequately cover materials used. |
| | Should be clear and easily understood. |
| Teacher may use numerous types: problem-solving, completion, matching, true-false, others. | Ample review should be given. |
| | Sufficient time should be allowed. |

68

63

How can media give dimension to method?

Teaching materials are an essential part of an effective educational program. When properly used they do much to foster learning by providing a good substitute for first-hand experience. In recent years great strides have been made in the development of visual and auditory aids for learning, with the result that the teacher, as never before, can bring sound, picture, and color into the classroom. The Mobile Educational Technology Bulletin expresses the growing importance of media as an instructional tool. "Media, both in and out of school, is radically dictating, at an accelerating rate, the behavior patterns of students as they are routed through our educational system. Media is much more structured and ready for presentation than textbooks and much more conducive to learning when one notes that students learn 85% through the visual sense." If instruction is to be meaningful the teacher must recognize the importance of media as part of the combined method-media strategy. When used properly, well planned media can assist in encouraging students to find answers to problems, to discover, and to extend understandings.

1. Films

Films or motion pictures make it possible to see reconstructions of historical events, life in other lands, and various abstract relationships. Narrative films create a common denominator of experience through which information can be easily disseminated to the student, while the use of open-ended films can prove to be an important stimulus for inquiry and discovery.

Consideration of the following suggestions should be helpful in providing for the most efficient use of films.

  -Unless the objective dictates otherwise, the students should know what the film is about, how it fits into the material being studied, and what they may expect to get out of it.

  -The teacher should preview the film, take notes on it, and plan how best to use it.

  -The film should not be used as a substitute for more practical, direct experiences.

A new diversion for the use of films involves film-making itself. Film-making projects can be planned by students under teacher direction to give visual dimension to a unit or units under study. Synchronized with narrative tapes and music, such projects provide an impetus to greater student creativity and self-expression.

2. Film Loops

The 8 mm. film loop is a short length of silent film spliced into a circle or loop. For viewing, the film is threaded into a special film

loop projector to be shown continuously without rewinding. This process
of repetition is especially valuable in emphasizing key points, illus-
trating basic skills, or in demonstrating ideas that are difficult to
grasp. Because they are silent, film loops provide greater flexibility
for the addition of dialogue that the user deems pertinent. Film loops
can be utilized in a variety of ways. They can be shown to an entire
class or used in small group discussions and in independent study. When
synchronized with other film loops, slides, and tapes into a single pre-
sentation, they can give new dimension to exposition. Coordinated presen-
tation may be considered for student projects.

## 3. Filmstrips

The filmstrip is a related sequence of transparent still pictures or im-
ages on a 35 mm. film which are projected in progression on a screen. It
typically consists of from 20 to 50 frames or pictures each of which may
or may not contain captions or titles. Frames may be shown in sequence
or individually. In the latter case, a frame containing particularly
cogent subject matter may be projected with the purpose of having students
describe what they see in respect to the topic under discussion. Film-
strips may be produced without sound or they may be accompanied by phono-
graph records or cassette tapes, in which case the user must synchronize
sound with the appropriate frame. Special projectors, such as the Dukane
AV-matic sound filmstrip projector, simplify this task. It should be
noted that narrative filmstrips represent another form of exposition;
however, sound filmstrips, particularly when shown with the Dukane pro-
jector, provide a new dimension to small group work and independent
study.

## 4. Microfilm

The increased availability of microfilm provides another dimension to
methodology. Through its recording of primary and secondary resource
material, the student is better able to compare and contrast the report-
ing and evaluation of historical events. Unfortunately, the use of micro-
film is limited to one student at a time. Consequently it is primarily
a tool of independent study and research.

## 5. Overhead Transparencies

An overhead projector affords the teacher the opportunity to introduce
into the classroom a variety of illustrations that can be seen by large
groups at one time. With little preparation, the teacher is able to re-
produce maps, pictures, graphs, charts, cartoons, and narrative text for
the purpose of adding color and a visual dimension to exposition. An im-
portant advantage of the overhead projector is that it can be operated by
the teacher from the front of the room. Caution should be taken, however,
to see that the screen is positioned in such a way that the projector does
not block the line of sight of the viewer.

## 6. Slides

The use of 35 mm. slides provides a relatively inexpensive way to in-
troduce into the classroom a variety of pictures and images that can be

presented in many different colors or combinations. Because they can be projected in a partially darkened room and may be held on the screen for any period of time, they can facilitate further class discussion and note taking. Slides may be shown in a prearranged sequence one at a time or may be projected in multiple sequences by using more than one projector. As with film loops and filmstrips, slides may be coordinated with other media in the development of a multimedia presentation. Important advantages of slides are the facts that they can be easily produced (see visual-maker) and stored; they may be used countless times without deterioration; and they afford teachers the opportunity to develop their own media presentation.

## 7. Tape Recordings

Tapes provide the opportunity to duplicate speeches and radio and T.V. presentations, thus making available to the classroom resources that otherwise would not be accessible to a large number of students at one time. Tapes may also be used to record important class discussions so that individual students may play them back at a later time for purposes of review or to make up work missed because of absence.

## 8. Television and Radio-tapes

Educational television, through normal or closed circuit procedures, is receiving increasing attention as an instructional tool. Video-tape recordings make it possible to preserve "master" shows for subsequent viewing and listening, in addition to retaining student or teacher presentations. It should be noted that teacher and class preparation and proper follow-up procedures are essential and integral parts of the success of educational television.

## 9. Visual-Maker

The visual-maker consists of a 35 mm. or instamatic camera, a stand, and close-up attachments and filters where necessary. It allows the user to make two-by-two inch slides or prints from illustrations in newspapers and magazines, illustrations from books and documents, or details from charts, graphs, and maps, or from three dimensional objects such as artifacts, fossils, or old coins.

## 10. Other Materials

In addition to the above instructional tools and equipment, the teacher may wish to select any of the following materials and/or equipment when it is felt that its use can enrich or give dimension to instruction:

-Bulletin Board          -Model
-Chalkboard              -Mock-up
-Exhibit                 -Opaque Projector
-Flannel Board           -Pictures
-Mobile                  -Posters

66

71

# CURRENT AFFAIRS

## IN SOCIAL STUDIES EDUCATION

### A POINT OF VIEW

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Why include current affairs?                    What are the objectives?
                    What approach is recommended?

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Current affairs must be an integral part of the total social studies
program. A study of current affairs implies moving far beyond the idea of
"current events" as reports of news happenings. It implies a critical ex-
amination of the issues underlying news events. It is concerned with the
conflicting points of view of the events and issues, the problems to be
resolved, and the decisions to be made. It involves those factors which
have played and are expected to continue to play a major role in shaping
man's environment, including the effect on the individual and on society
of the growth of population pressure, of rapid changes in technology, and
of the revolutionary and interrelated character of the world today.

## Why include current affairs?

Students are increasingly concerned with the relevance of their educa-
tional experience. Surveys of student concerns indicate that young
people want to take a stand on current personal, local, national, and
international problems. Students want to deal with humanistic problems
and controversial issues. They feel a need to clarify the contradictions
of values and morals within our society. They seek active participation
in the decisions which influence their lives. Consequently, learning is
more likely to take place in an environment which encourages practice in
the thinking process and is concerned with socially significant content
and method.

## What are the objectives?

The social studies must provide the opportunity for students to understand
the rapid changes of societies, the demands of the future, and the possible
directions which societies may take. The study of current affairs as an
integral part of the social studies should provide an opportunity for
students to develop a depth of reasoning as they look for causes, present
effects, and future implications.

Briefly stated, the major objectives of the teaching of current affairs are as follows:

-To help students develop an awareness of and an interest in current affairs

-To help students develop a greater competency in arriving at valid opinions on vital questions that confront our pluralistic society

-To encourage students to reconsider a problem when new evidence appears and to revise their conclusions accordingly

-To encourage students to adopt points of view which are as free as possible from prejudice

-To help students adjust to situations in which conflicts have yet to be resolved.

## What approach is recommended?

Current affairs should not be considered in terms of a program separate from the social studies curriculum. Every possible effort should be made to integrate current affairs with social studies units. Teachers must make decisions as to the importance and appropriateness of topics for study. Current issues or problems may involve:

-Happenings which shed light on social studies units

-Issues or problems, related to social studies units, which have been and seem likely to continue to be in the news over an extended period of time

The following questions may provide criteria for the selection of issues or events.

-Why is this news important?

-Is there any issue involved?

-How widespread is the problem?

-To what extent does the issue affect our lives?

-How will the failure to resolve the problem affect us, our society, and international relations?

-How does this issue lend perspective to the social studies program?

There are occasions when the teacher may want the class to study a topic which has immediate and urgent interest, such as disasters by man or nature, significant achievements, or memorable holidays. The interests and needs of the students, their maturity, the teacher's preference and

68

73

background, and the availability of teaching materials will determine the selection of content and approach and the extent to which the study of current affairs can be developed. On the primary level, for example, the teacher may want to deal mainly with "current events" as happenings in order to initiate the first steps toward preparing students for a more sophisticated study of current affairs in the upper grades.

The teaching of current affairs calls for a wide range of strategies and instructional materials and media, including periodicals, educational television, and films. These media can be effectively utilized for integrating current affairs with the social studies units. In-depth studies and guided discussions should be encouraged. This implies the ability to take from the past those things which are useful to the present. An effort should be made to provide a balance between domestic and world issues, between skills and concepts, between present and past, and among the related disciplines. It is essential that the student see the relationship between the topic or issue being considered and his own need to be informed and involved. Students should be encouraged to participate in community projects which offer opportunities to achieve the goals of the study of current affairs. The best preparation for dealing with the future is to provide students with an opportunity to develop realistic understandings through participation in affairs of contemporary society.